

The BUSINESS EDUCATION WORLD

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No. 5

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JANUARY

1949

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The BUSINESS EDUCATION WORLD

VOL. XXIX No. 5

Editor

ALAN C. LLOYD

Business Manager

GUY S. FRY

Editorial Associates

RUTH I. ANDERSON

MILTON BRIGGS

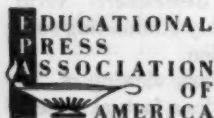
CLAUDIA GARVEY

ROBERT L. HITCH

MARGARET F. ROWE

Production Editor

EILEEN SYVERTSEN



THE BUSINESS EDUCATION WORLD is published monthly (except July and August) at 34 North Crystal Street, East Stroudsburg, Pennsylvania, by The Gregg Publishing Company. Executive and editorial offices, 270 Madison Avenue, New York 16, New York.

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This magazine is indexed in *The Business Education Index* and *The Education Index*.

The Gregg Publishing Company

THE GREGG Publishing Company and its associated enterprises — The Gregg College, in Chicago; The Gregg Schools, in the British Isles; and The Gregg Publishing Company, Limited, in London—have been purchased by the McGraw-Hill Book Company, Inc. Gregg will retain its name, its staff, its corporate identity, its program, and its offices, but will operate as a subsidiary of McGraw-Hill.

Gregg becomes the business-education division of McGraw-Hill. All business-education books of the two firms will henceforth be published as Gregg texts. Personnel of the editorial, field, and service staffs of Gregg and of McGraw-Hill's Business Education Department will now work together.

Thus, the publishing and service facilities of two of the leading publishers in business education are combined. To readers of the *Business Education World*, this news means more help, more service.

KEY EXECUTIVES for the new Gregg organization have been selected from the top personnel of both firms:

JAMES H. MCGRAW, JR., chairman of the Board at McGraw-Hill since 1935 and son of one of the cofounders of the firm, will be chairman of the Board of Directors at Gregg.

CURTIS G. BENJAMIN, president and a director of McGraw-Hill, will be the new Gregg president.

EDWARD E. BOOHER, vice-president of McGraw-Hill and manager of the firm's School Department, will be the executive vice-president of Gregg.

ROBERT E. SLAUGHTER, manager of the McGraw-Hill Business Education Department that has been consolidated with Gregg and formerly (until less than a year ago)



J. H. MCGRAW, JR.



C. G. BENJAMIN



E. E. BOOHER

urchased by McGraw-Hill

Gregg's advertising manager, returns to Gregg as a vice-president.

MRS. JOHN ROBERT GREGG, president of Gregg since the death of Doctor Gregg in February, 1948, will be a director of the new firm.

HUBERT A. HAGAR, for many years general manager and more recently general manager and vice-president of Gregg, will serve as both a director and a vice-president.

GUY S. FRY, vice-president and treasurer of Gregg, will continue as a vice-president.

THE STORY of McGraw-Hill is one of successful service that dates back to 1909 and has roots as far back as the 1860's. It is a story worth recounting briefly here, because it augurs well for the future of business education.

In 1884, James H. McGraw, Sr., resigned as principal of an upstate New York school to start his long career as a business-paper publisher. He originated several magazines in the fields of electricity and transportation and acquired others.

Paralleling this achievement was a similar one by John A. Hill in the fields of mechanics and engineering. The McGraw Publishing Company and the Hill

Publishing Company both issued technical books—texts, reference manuals, directories, and so on—in addition to their trade journals.

In 1909, when the two firms were dominant in their respective areas and when the technical field was rapidly growing, they consolidated their respective book divisions into the McGraw-Hill Book Company. Both firms continued to publish magazines separately until these divisions, also, were merged in 1917 into a joint operation as the McGraw-Hill Publishing Company.

In both the magazine and the book fields, McGraw-Hill has expanded rapidly. Over the period of years interests have branched from the original technology and engineering into related fields, as mathematics, chemistry, and physics. Then came industrial management and, associated with it, business and economics. Economics led directly to other social sciences and then to psychology and education. Books in agricultural engineering led to texts in other fields of agricultural science, including botany and zoology, and thence to entomology, forestry, geography, hygiene, nursing, and public health.

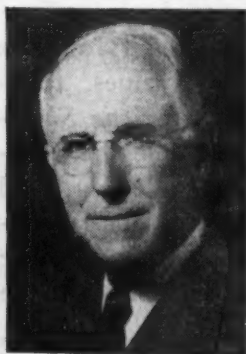
One of the more recent developments at McGraw-Hill is the founding of a new department under Mr. Booher—the Text Film Department—to produce sound motion pictures and filmstrips to



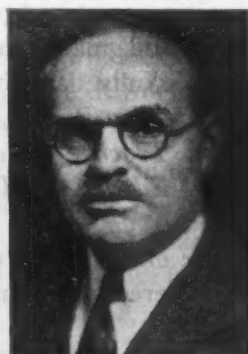
R. E. SLAUGHTER



MRS. J. R. GREGG



H. A. HAGAR



G. S. FRY

accompany basic and selected McGraw-Hill texts.

Today, McGraw-Hill is one of the largest publishers of textbooks in the world. It has over 2,500 titles, to which Gregg's own 300-odd are now added. It publishes 35 trade magazines, to which Gregg's 7 professional journals are added. It has a staff of over 2,500, 12 American district and branch offices, and a large foreign department (McGraw-Hill International Corporation) with news and service facilities stretching around the world.

THE STORY of Gregg is no less one of success, service, and personal achievement. It starts with the invention of Gregg Shorthand by John Robert Gregg in Liverpool, England, in 1888. In 1893, Mr. Gregg came to America and in Boston gave his first instruction and published the first American edition of his system. In 1895, he moved to Chicago and founded the Gregg School (now The Gregg College). In 1896, he began to enlarge the number of his publications in order to support the growing popularity of Gregg Shorthand.

As the system became more and more widely used, the number and size of publications kept pace and grew so rapidly that in 1907 Mr. Gregg formally incorporated his firm as The Gregg Publishing Company. To his shorthand publications he soon added other texts—typing, secretarial practice, business English, and many, many others; and he successfully launched magazines, too—*The Gregg Writer*, the *American Shorthand Teacher* (which became the *Business Education World* in 1933), and the *Gregg News Letter*. The cumulative effect of his contribution was this: he altered the business habits of the nation.

With growth, The Gregg Publishing Company became an international in-

fluence in business education, with offices in Toronto and London and with depositories and agents in national capitals all over the world. This international expansion led to publication of Gregg Shorthand in seventeen different languages and to the founding of four more magazines—*El Taquigrafo Gregg*, published in New York; *Canadian Gregg News*, published in Toronto; and *The Gregg Magazine* and *The Gregg Teacher*, published in London. In 1922, Mr. Gregg purchased a chain of business schools in Great Britain; there are today eighteen Gregg Schools in the chain.

To the McGraw-Hill Book Company, therefore, Gregg brings a staff, a shorthand system, a broad book list, seven magazines, an American college and eighteen British schools, and an international reputation for leadership in business education.

JAMES H. MCGRAW, JR., now chairman of the Boards both of Gregg and of McGraw-Hill, has aptly forecast the impact of the merger on the field of business education. When announcing the consolidation, he said:

"For several years we have developed and broadened our own list of texts and reference books in business education. The acquirement of the Gregg list should give our combined business-education program a great impetus and a leading position in the field."

Mrs. Gregg added, "It was always Mr. Gregg's dream that his companies would continue to grow and expand. We have had no thought but to carry on the business in the way in which we know Mr. Gregg would have wanted it carried on. The decision to join McGraw-Hill assures continued growth and expansion. The Gregg Publishing Company has been unusually fortunate in the co-operation of its many friends; we feel that we will now

(Continued on page 260)

The *NEW* IBM Electric Typewriter



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This latest product of IBM's long experience in designing and manufacturing all-electric typewriters possesses all the proved advantages of our previous models, plus many important improvements. It has been engineered and styled for finer performance and appearance. Meeting every typing need of modern business, the new IBM Electric Type-

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be in a position better to serve them and the cause of business education."

The new Gregg Publishing Company, as the business-education division of McGraw-Hill, will be greater in staff, in facilities, and in objectives. With the enormous resources of McGraw-Hill to supplement those of Gregg, the result of the merger should soon be apparent in new leadership, new promotion, new impetus, and new and greater service to business teachers in the years ahead.

.....

Professional Report

Appointment of a resolutions committee to draft a statement of "basic principles in business education" has been announced by DR. JAMES R. MEEHAN, president of the Eastern Business Teachers Association. The statement will be presented to the 3,000 members of the association for discussion and adoption at the fifty-second annual EBTA convention [April 13-16, 1949, Hotel New Yorker, New York City].

Representatives of business and of public and private schools on all levels have been included on the committee by Doctor Meehan: Chairman, Dr. M. Herbert Freeman, State Teachers College, Paterson, New Jersey; Ruth Corbett, Forest Park High School, Baltimore, Maryland; Dr. James Gemmell, Pennsylvania State College; Margaret M. Killelea, John Adams High School, New York City; John Morrow, state supervisor of distributive education, Vermont; Louis A. Rice, principal, the Packard School, New York City; John

E. Whitcraft, supervisor, State Department of Education, New York; Myron C. Fisher, dean, the Fisher School, Boston; Dr. Irene C. Hypps, head of Business Education, Divisions 10-13, Washington, D. C.; Albert Morrison, Forest Hills High School, New York City; Harold M. Perry, Colgate-Palmolive-Peet Company, Jersey City; Robert E. Slaughter, McGraw-Hill Book Company; Alvin Woitz, Bayonne High School, New Jersey; and Lloyd H. Jacobs, EBTA program director, ex officio.

SOUTHERN MEETS IN NEW ORLEANS

The Southern Business Education Association held its annual convention in New Orleans during the school Thanksgiving recess and conducted a successful series of professional, social, and business meetings under the leadership of PRESIDENT C. C. DAWSON, Mississippi Southern College.

The 1949 convention of SBEA will be held in Miami under the following newly elected officers, who take office on June 1: DR. H. M. NORTON (Louisiana State University, Baton Rouge), president; DR. B. R. HAYNES (Wheeler Business College, Birmingham), first vice-president; and G. H. PARKER (University of Tennessee, Knoxville), second vice-president.

Others assigned special responsibilities in SBEA include:

State Representatives. MARY HELEN DODSON, Alabama Polytechnic Institute, Auburn; JOE CLEMENTS, Arkansas State College, Jonesboro; BETTY WEEKS, Miami (Florida) Senior High School; and PATSY MALCOLM, Georgia State College for Women, Milledgeville.

Departmental Chairmen. Secondary

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schools—RUTH BREWER, Miami (Florida) Senior High School; college and university—W. A. RICHARDS, Alabama State Teachers College, Florence; junior college—MARTIN STEGENGA, Meridian (Mississippi) Junior College; private business colleges—MRS. RUTH BOWMAN, Clevenger College of Business Administration, Hickory, North Carolina.

BENELUX COUNTRIES HOST FOR INTERNATIONAL COURSE

The 1949 International Economic Course, sponsored by the International Society for Business Education, will be held in the Benelux countries (Belgium, Netherlands, and Luxemburg), according to an announcement received from Dr. HERBERT A. TONNE, president of the United States Division of the Society. The course is to start on July 23, 1949, and will close on August 8, 1949.

Arrangements can probably be made for groups going to the course from the United States to spend some time in other European countries before and after the course as a part of the trip. For complete details, write to Doctor Tonne (New York University).

NEBCTA OFFICERS

The New England Business College Teachers Association elected new officers for the coming year:

MARGUERITE R. ROYAL (Lowell, Massachusetts, Commercial College), president
GUSTAVE C. COTE (Hesser Business College, Manchester, New Hampshire), vice-president; and MRS. LUENA SEXTON (Morse College, Hartford, Connecticut), secretary-treasurer.



THE GREGG WRITER

announced in its December issue
the start of the

Annual O.G.A. Contest

Write directly to the Awards Department,
The Gregg Writer, 270 Madison Avenue, New
York 16, New York, for complete details.

NEW STATE OFFICERS

Recently elected officers of state associations in business education include the following:

Iowa (Business Education Section). FRANCES MERRILL (Des Moines), president; PAUL THAYER (Washington), vice-president; and CLEO RAYL (Atlantic), secretary-treasurer.

Louisiana. MRS. EVELYN CARMICHAEL (Shreveport), president; MARY THORNTON

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(Alexandria), vice-president; and HULDA ERATH (Lafayette), treasurer.

Texas (Business Education Section). DR. O. J. CURRY (Denton), president; EARL Y. WOLFORD (McKinney), vice-president; MARTHA DELL BRIGHT (Fort Worth), secretary; and MRS. FLOSSY LOW (Big Spring), treasurer.

FOR YOUR CALENDAR

January 27-28: Georgia B. E. Workshop, at Perry Business School, in Gainesville.

January 31, February 1 and 2: Tenth annual Office Equipment Display, Stevens Hotel, Chicago. Addresses as well as displays of office equipment. Admission by tickets obtainable from equipment suppliers.

March 10: Third annual Retail Sales Training Conference at the Bloomsburg (Pennsylvania) State Teachers College.

March 10: Seventeenth annual "Every Pupil Typewriting Tournament" of the National Catholic High School Typists Association. Open to Catholic secondary schools. Information and test materials obtainable from REVEREND MATTHEW PEKARI, National Director, St. Joseph College and Military Academy, Hays, Kansas.

April 29-30: Business Education Contest and Clinic at Bloomsburg State Teachers College. Entrance blanks, due by April 15, obtainable from R. G. HALLISY, Director of Instruction, Business Education Department.

People

COLLEGIATE

DR. A. S. LANG, from director of the Texas State College for Women, to Baylor University, Waco, Texas, as professor of economics and dean of the School of Business . . . DR. ROBERT R. AURNER has resigned from the School of Business Administration at the University of Wisconsin to devote his time to writing and consulting and to his personal affairs . . . ANTOINETTE GUENTNER, from Principia College and Florida State University at Tallahassee, to instructor of business machines at the Georgia State College for Women, Mill-
edgeville.

PROMOTIONS

R. L. HIGGENBOTHAM, from instructor-



Cecil Puckett . . .
to dean



Gladys Peck . . .
to state supervisor

ship in the Sam Houston Night School, Houston, Texas, to supervisor of business education in the Houston Public Schools.

GLADYS PECK, from assistant professor of business administration at Louisiana Polytechnic Institute, Ruston, to state supervisor of business education of the Louisiana Public Schools.

DR. CECIL C. CARPENTER, former professor of economics at Marshall College, Huntington, West Virginia, and one-time OPA executive, promoted from professor of economics in the College of Commerce at the University of Kentucky, Lexington, to the dean of the College.

PERSONAL RECOGNITION

DR. CECIL PUCKETT has been appointed dean of the College of Business Administration of the University of Denver, after serving as acting dean of the College for a year. Dean Puckett is one of the best known and most highly respected leaders in the field of business education and one of the very few to achieve such high administrative distinction.

Associated with the University of Denver since 1937, Dean Puckett had previously taught in Indiana high schools, Indiana State Teachers College, and Indiana University. He has contributed to virtually every professional journal and yearbook in our field and has served as an officer in many business teacher organizations—is currently president-elect of the United Business Education Association and has been president of the National Council for Business Education and of the Department of Business Education of the NEA. Dean Puckett is a member of NOMA and numerous business-education associations.

(Dean Puckett's most recent contribution



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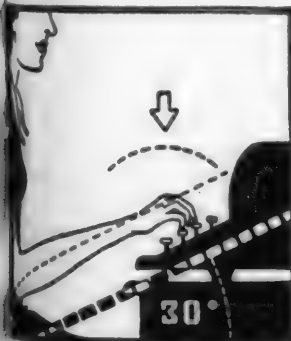
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Integrated Drills

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Let these transcription texts help
solve your transcription problems!

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to the BUSINESS EDUCATION WORLD is "Use of the Wire Recorder in Teaching Shorthand," in the November, 1948, issue.)

EARL A. LUPFER, editor of *The Educator* (America's only handwriting magazine) and principal of the Zanerian College of Columbus, Ohio, was recently honored for his forty-one years of continuous service to the penmanship profession. Mr. Lupfer is not only a craftsman in penmanship, but also has devoted his years of service to the sponsorship of the Zaner-Bloser method of writing. Testimonials reached him from all over the world, bearing the theme, "Greetings and congratulations to E. A. Lupfer—penman—engrosser—teacher—editor."

MRS. MILDRED SNYDER, instructor at the Mary Karl Vocational School, Daytona Beach, for the past twelve years, has been named state co-ordinator for general continuation education in Florida. Mrs. Snyder has taught bookkeeping, typing, shorthand, personal development, and other vocational subjects in Florida for the past twenty-five years. She will now be a member of the State Department of Education and will visit and supervise Florida's vocational schools.

PERSONAL LEADERSHIP

CHARLES F. WALKER, of Northwestern School of Commerce, Portland, Oregon, and a former vice-president of the National Association of Accredited Commercial Schools, made the principal address at the dedication ceremony of a "Boundary Peace Tablet" erected between Eastport, Idaho, and Kingsgate, British Columbia.

ALLAN GATES, son of the president and grandson of the founder of Gates College, Waterloo, Iowa, has joined the staff of the college as an accounting instructor.

INGENUITY

PAUL M. BISHOP, of Harrisburg's William Penn High School, had at his disposal (1) friends in the school's print shop who could co-operate with him; (2) a student who was an expert at mechanical drawing; (3) a quantity of manila folders for students to use in the typing class; (4) an old issue of *The Gregg Writer*; and (5) an idea. Result—business-education students at William Penn High School each received a folder, the outsides of which are printed—a perfectly drawn typewriter keyboard on

how to tell the GOOD WORD

how to tell the GOOD WORD

Memo to Business Educators

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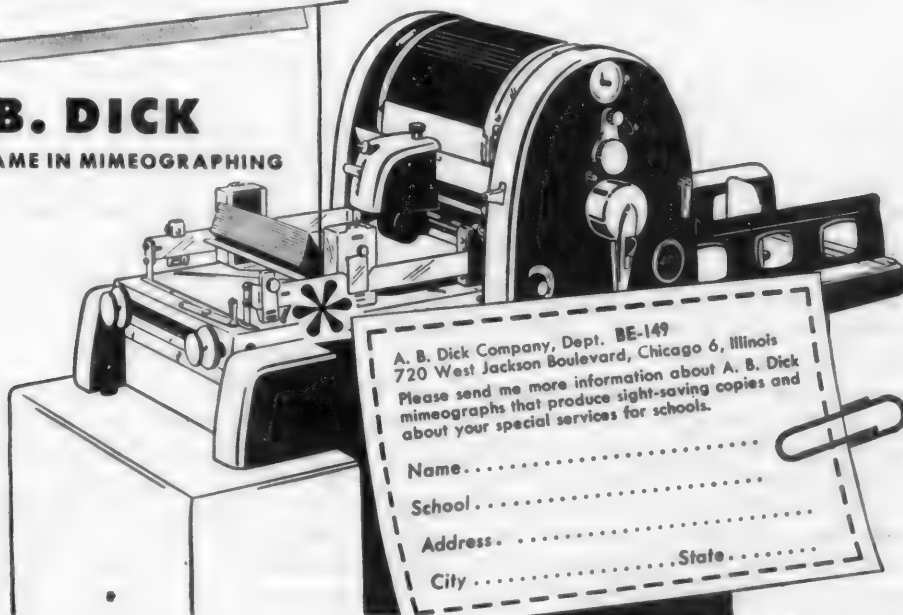
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the front and a letter-placement table on the back. The folder makes a neat and helpful package.

NEW GREGG APPOINTMENT

New Gregg representative for Florida, Georgia, and South Carolina is JAMES H. ALISON, JR. (He succeeds Dr. Robert Tarkington, who is an administrative assistant at the executive offices of The Gregg Publishing Company.) Mr. Alison taught for some time at the Business University of Tampa, rose from private to captain during the recent war, is a licensed member of the Georgia bar, and has worked for some time for a national automobile insurance firm.



J. H. Alison, Jr. . . .
to Gregg



John A. Zellers . . .
Newcomen guest

NEWCOMEN SOCIETY HONORS TYPEWRITER

The North American Branch of the Newcomen Society of England staged an impressive dinner at New York City's Hotel Pierre recently, honoring the seventy-fifth anniversary of the production in 1873 of the first typewriter. JOHN A. ZELLERS, vice-president of Remington Rand Inc., was the guest of honor and delivered the principal address of the evening. He was introduced by DR. CHARLES PENROSE, senior vice-president of the Society.

Mr. Zellers reviewed the progress of the typewriter from its beginning to the present time—the difficulties first encountered in selling the machines and in training operators to use them, and the subsequent strides that the typewriter has made in helping business keep up with its record keeping and correspondence. He paid tribute to the great names of the typewriter industry: Sholes, Glidden, Soule, Densmore, Yost, Seamans, Wykoff, Benedict, Browne, Smith,

Wagner, Colby, and the many others whose inventive genius and business acumen contributed so greatly to the growth and improvement of the industry.

Among the present day leaders of the typewriter industry at the head table with Mr. Zellers were Thomas J. Watson, president of International Business Machines Corporation; and Dr. C. C. Colby and Henry J. Fuller, directors of Remington Rand Inc. Leaders in the educational field who were present included Dr. Peter L. Agnew, New York University; Dr. Hamden L. Forkner, Columbia University; Dr. Louis A. Rice, Packard School; and Dr. Carrington Raymond, Barnard School for Boys. From the publishing world were Gilbert Hodges, New York Sun; Hubert A. Hagar, The Gregg Publishing Company; Robert E. Slaughter, McGraw-Hill Book Company; and John Bryant, Pitman Publishing Corporation.

BEREAVEMENTS

R. R. REED, principal of the Accounting Department of Gard Business University, St. Joseph, Missouri, and nationally known penman, died recently at the age of sixty-one, after fourteen years with Gard. He was formerly associated with schools in Wichita and Big Rapids. Mr. Reed's signature once appeared in a Ripley "Believe It or Not" as an example of a signature with no apparent beginning or end.

ERNEST M. BUTLER, president of the Butler Business School, Bridgeport, Connecticut, died suddenly on October 25, ending many years of business-college education and professional contributions in New England. The affairs of the school are now being conducted by his son, Morton S. Butler, principal of the institution.

SOME THINGS ARE FREE

Of special interest to all teachers who want attractive bulletin-board material is the following pamphlet:

A new *History of the Typewriter*, generously illustrated, a 16-page pamphlet with emphasis on the part that the Underwood typewriter has played in the evolution of the machine. Address: Underwood Corporation, One Park Avenue, New York 16, New York.

REMINGTON RAND PROUDLY PRESENTS
THE NEW REMINGTON **ELECTRIC**
De Luxe Typewriter



Climaxing 75 years of service to the Business World

This newest product of Remington Rand—the crowning achievement of 75 years of typewriter research and development—continues the leadership begun in 1873 with the first typewriter. The new Remington Electric DeLuxe, the handsomest typewriter ever designed—and the best-engineered—provides increased typing production with decreased typing effort. It brings you a new high in typing perfection—every character perfectly formed, perfectly printed, absolutely uniform in appearance. The scientifically developed Finger-Fit Keys invite flying fingers to flow smoothly, swiftly over the easy-to-stroke surface of its keyboard; the quiet, sturdy motor has an unflinching reserve of power ample to meet every typing need. Here is performance which combines an

ease of operation with a split-second response and an increase in output that delights the secretary . . . is a revelation to the executive. The typist need no longer worry about individual touch for beautifully typed letters and reports—with the new Remington Electric DeLuxe she merely touches the keys, and the smoothly functioning electric mechanism picks up the action and uniform typing appears on paper!

Today, see this handsome new Remington Electric DeLuxe Typewriter . . . call your nearby Remington Rand office; let a trained representative show you all its many features—features that will give you better typing, faster, and at a lower net cost!

The new REMINGTON ELECTRIC DELUXE is unusually compact . . . fits all standard fixed-bed, center-drop and pedestal-style typewriter desks.

Remington Rand *THE FIRST NAME IN TYPEWRITERS*



See this point?

**It will help you
write faster, cleaner
GREGG Shorthand**

Shorthand

W. G.

No. 1555

Gregg shorthand should always be written with a fountain pen. The Esterbrook Fountain Pen with point number 1555 is Gregg-Approved. With it you can write faster, clearer, sharper. And your notes will be easier to read!

Price for the Gregg-Approved Esterbrook Fountain Pen is only \$2.00. Solid Dura-crome Renew-Points are 35c. A Renew-Point any time keeps your pen writing like new always!



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GREGG-APPROVED FOUNTAIN PEN

With The Right Point For The Way YOU Write

THE ESTERBROOK PEN COMPANY
Camden, N. J.

In Canada: The Brown Brothers, Ltd., Toronto

The BUSINESS EDUCATION World



Vol. XXIV No. 5

January 1949

The Student Bookkeeping Clinic

A procedure permitting the pupils to reteach

■ R. L. THISTLETHWAITE
Hartwick Consolidated Schools
Hartwick, Iowa

THE Bookkeeping Clinic, created to alleviate the "piling up" of students' problems in overcrowded classrooms, proved to be a most effective teaching aid. Its development came to full flower under the guidance of a group of tenth-grade students who were challenged by an opportunity to be of service to fellow pupils. Let their record speak for them.

The Secretary's Report

"So far we have had four bookkeeping clinics," wrote the high school secretary in her first monthly report to the Auditors' Club, sponsor of the clinic. "There have been 32 auditors attending the clinics. These auditors solved all 53 problems brought before them in the first four clinic sessions. They worked 32 hours and 4 minutes."

In analyzing the difficulties of the students her report continued, "Some of the causes of difficulty were lack of understanding the subject matter, carelessness in addition, use of the wrong numbers, mixing accounts, errors in journalizing, mistakes in posting, failure to folio, mixing inventory and expense accounts, failure to close accounts, and incorrect ruling."

A Little History

The plan described herein was initiated by a teacher who had five large sections of elementary bookkeeping, two classes in first-semester and three in second-semester bookkeeping. He thought it wise to obtain as much student participation in the teaching-learning process as practical and suggested to his high school Auditors' Club that as one of its projects the members sponsor a bookkeeping clinic for those who wanted more help than could be given during the regular class period.

Description and Procedure

Bookkeeping pupils who were members of the printing class made signs, providing places for the insertion of the names of the clinic staff. The officers and auditors held clinic sessions once a week on Wednesday during the last period of the school day; if necessary, its staff was composed of the more capable tenth-grade bookkeeping pupils who had demonstrated a thorough knowledge of the principles of bookkeeping, and in addition had shown ability to direct the efforts of fellow pupils in solving their problems.

At the time the photograph (page 271) was taken, John was having trouble with making statements. He was assigned an auditor who worked with him for 5

minutes, pointing out that his mistake was in addition and supervising his work as he corrected his error. Lorraine was next to register, stating that she could not get her postclosing trial balance. Another auditor worked with her for 7 minutes, discovering that she had not closed some accounts. Another student (absent frequently) reported that "everything was wrong." Her auditor, who assisted her for 90 minutes, turned in the statement that the pupil just needed to "catch up."

As illustrated in the picture, the student seeking assistance first registered with the secretary, stated his difficulty, and was assigned an auditor. The two worked together until the problem was solved, after which the auditor made a brief statement to the secretary. No keys were available—the staff understood that an auditor works with the information at hand; and if he understands bookkeeping procedures, his results will be correct. At the end of the semester the group presented the enviable record of satisfactorily solving 100 per cent of the work brought to them.

The teacher's role, a key background position, in this effective teaching procedure was to encourage pupils to bring their problems and questions to the clinic and to challenge the auditors to do a superior job. A few timely remarks to those needing additional help usually took care of one group, and well-deserved bits of private and group commendation stimulated the auditors.

The Results

It was obvious from the outset that the pupils needing help could receive more individual attention by utilizing the services of the clinic. The teacher was just as available as before, but the clinic provided an additional source of help. To the student who was absent frequently or slow in his work, this provision of another time, another place, and more assistance made it easier for him to keep up with his class. For those who were inclined to "let the work slide," the clinic made it more difficult for them to evade

their responsibility for keeping up to date. It was soon observed that such pupils felt more personal responsibility for correcting their own errors, and they made a greater effort to understand bookkeeping when the work was *re-explained* by student assistants of their own grade level.

The enthusiasm with which these teenage auditors worked at their jobs showed clearly that they were experiencing the satisfaction that comes from doing a superior piece of work. They learned more thoroughly the principles of bookkeeping; they had an opportunity to analyze bookkeeping procedures, and they developed a feeling of security and confidence in their own background. Not the least of their personal benefits was the opportunity to co-operate willingly in an unselfish group enterprise, helping others who, because of absence or lack of ability in this particular subject, needed their counsel and help.

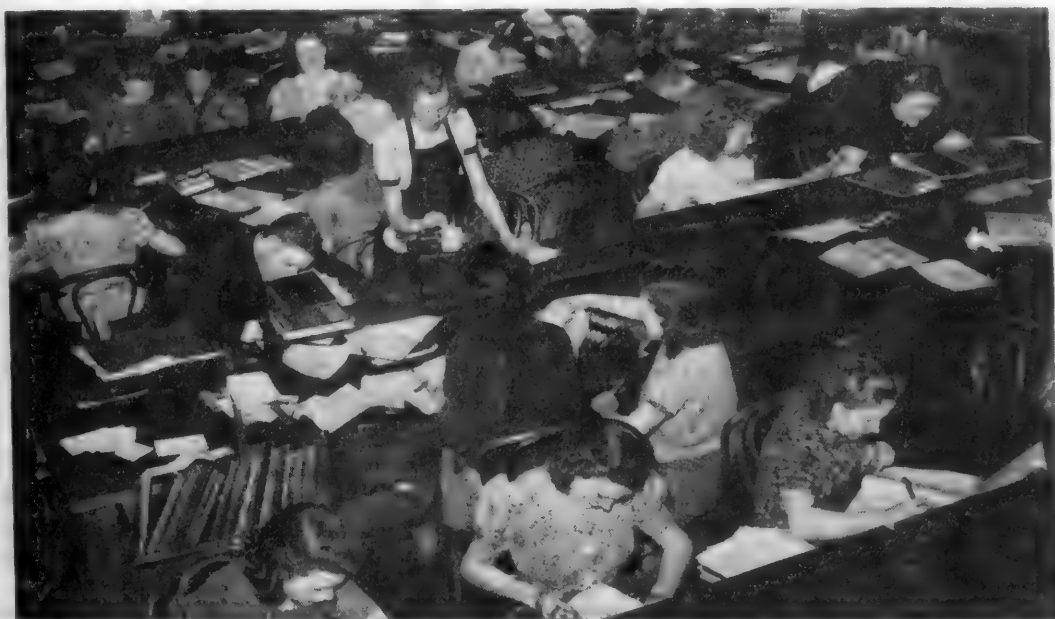
The teacher, of course, was not unaware of a number of other benefits. The successful operation of the clinic greatly extended his teaching effectiveness. For example, the first month the clinic functioned, the auditors worked 32 hours and 4 minutes—more than a week of regular school hours. This release of time and energy freed the teacher to do other work (there's always other work). The carry-over into the classroom was frequently apparent. Typical of many occasions was Paul's classroom complaint that his trial balance wouldn't work out. The teacher, busy with another problem, said, "Mary, Paul says he has a problem that only a *good* auditor can solve. Can you do it?" And Mary became a teacher, and a capable one, as the instructor continued other work, knowing that Paul's questions would be answered.

• • •

And so the secretary wrote in her final report, "These auditors solved *all* the problems brought before them." If the teacher had been on the clinic staff he could have done no better—perhaps not so well.



- *In the Bookkeeping Clinic, the student needing assistance first registers with the Clinic secretary and then is assigned an auditor. The two work together until the troublesome problem is corrected or solved. Students work without a key. Clinic is a once-a-week project of the school's Auditors' Club, sponsored by the author.*



- *One of the author's second-semester bookkeeping classes. He has found the informal atmosphere and relaxed type of classroom control well adapted to this group. Except when the teacher is discussing some of the bookkeeping principles, giving directions, or making assignments, the pupils are free to seek the advance of the instructor, the help of an auditor, or the use of one of the calculating or adding machines.*

Retailers Make Good Professors

■ GLEN C. RICE
Western Michigan College
of Education, Kalamazoo

REALIZING that over a quarter of a million young people between the ages of eighteen and twenty-four enter the field of retailing each year and that prospective young executives need a close touch with those actively engaged in the business field, we at the Western Michigan College are raiding Main Street to obtain teachers for many of our courses.

Our retailing students are already spending part of their time getting actual experience downtown. But it isn't enough to have the mountain go to Mohammed; so we are bringing Mohammed to our classes—to teach those courses that require actual business people for instructors.

And Mohammed loves it. The businessman enjoys leaving the hustle and bustle of his retailing world for a few hours a week in college cloisters. He gets a big kick out of getting chalk on his hands and coat as he shows a roomful of young retailing hopefuls what makes the mechanism tick in the world of buying and selling.

Learning about Selling

Take Mr. U. S. Alspach, for example. Mr. Alspach is the assistant manager of the Sears Roebuck outlet in Kalamazoo. Throughout the week he is busy with the myriad duties of helping in the management of a huge store. But three days a week he takes his briefcase in hand, journeys up to class, and does a fine job

of teaching Retail Advertising. Under his practical guidance, students learn how to set up ads—actual ads that may appear a few nights later in a local newspaper. The students learn the intricacies of setting up the dummy, of preparing display advertising, and of preparing spot commercials to be used over local radio stations.

Mr. Alspach is finding that the course has reciprocal trade advantages, too. He has discovered that students give him ideas, challenge some of his techniques, and make him re-evaluate many of his procedures. Like many of the "downtown pros," he finds his teaching experience stimulating.

Then there is Mrs. Sally Neary, co-owner with Mr. Neary of Neary's, another Kalamazoo concern, specializing in ladies' ready-to-wear. Three hours a week, Mrs. Neary is a college instructor, teaching a course in Color, Line, and Design. Under her tutelage students find out about the "new look." They get an idea of what customers wear in Paris, London, Los Angeles, and New York and how these styles must be modified to please the girls of Kalamazoo and southwestern Michigan. Mrs. Neary *knows* what colors, fabrics, shapes, and sizes will be popular.

Ralph Seeley, owner of the Little Chick Shoe Shop, is another of the Main Street professors. Mr. Seeley is the owner of a highly specialized store dealing exclu-

■ *Professor Rice's contribution here is twofold: to those engaged in retail training and salesmanship he justifies the use of nonprofessional talent to bring practical instruction to the classroom; to those whose interest in retailing is only a casual curiosity he gives a vivid description of what goes on in retailing classrooms.*

sively with children's shoes, both the regular and orthopedic lines. Three hours a week he brings his years of experience to the class in fundamentals of retailing. He gives the students a grass-roots survey of our distributive system, which enables them to see the place of retail selling in the larger field of distribution. By the time students have finished the course, they have a good idea of selling and non-selling functions, analysis and control of expenses, trends in retailing, influence of government in retailing, and the application of these matters to large and small stores, both chain and independent, not just from textbooks, but from a spokesman of the world of business.

Learning about Buying

We have found that buymanship can be made equally interesting and practical with the use of businessmen-professors. In Retail Buying Techniques, for example, where students find out about the problems of the store buyer (including where to buy; how to buy; when to buy; and all about terms, price, invoices, and arrangements with vendors), the teacher of the course is Mrs. Doris Cooper, who, with her husband, runs one of Kalamazoo's leading drugstores. The Coopers specialize in cosmetics and gifts—besides, of course, drugs.

Statistics reveal that more than \$2,500,000,000 is spent annually for home furnishings in this country; so there appeared to be a need for the buymanship training of students in this special field. We added a special course, the Selling of Home Furnishings, as a specialized and specific merchandise-instruction course beyond the usual study of general merchandise information. Because the course involves interior decoration, design, color, style, materials, construction factors, and so on, the instructor had to be a superspecialist. Only by going to business were we able to get a qualified instructor: Betty Beaubier Fox, a Kalamazoo businesswoman who is not only an expert in arts and crafts but also an expert, with considerable experience, in interior decoration.

Specialized courses of this sort can be offered in retail-training institutions only by raiding Main Street.

Learning about Credit

The field of credit, another of the major areas in retail training, also lends itself well to the borrowed businessman—when you can borrow him.

A case in point: Ralph W. Matthews is the owner and general manager of both the Battle Creek and Kalamazoo Retail Credit Bureaus. He has been an expert in the field of retail credit extension for twenty years—just the kind of man to teach a course in Retail Credit, if you can get him.

But, after all, to ask a busy executive to give even three hours a week, plus the time needed for preparation, for the relatively nonlucrative work of teaching is asking a great deal. But corralling Mr. Matthews was easier than we had expected. Like other specialists in retailing, he has a keen sense of the value of public relations. He was anxious for college students, particularly those who would one day be active in the area of his credit bureaus, to have a genuine insight into credit relations. So he is teaching the course—the meaning of credit, the importance of credit, the limitations of credit, the types of credit, the proper use of credit, the sources of credit information, the legal aspects of credit, and all the others. Our students are learning . . . credit!

Conclusion

Students participating in the co-operative vocational retailing program at Western Michigan are getting a better-than-average view of the business of retailing, thanks to the men and women from Main Street. The faculty has welcomed these professorial retailers, for they have enriched the entire training program of the school, brought reality and forthright experience into every class. It is hard to conceive of an efficient retail-training program that is operated without the retailers who turn professor.

Punctuation—Meanings and Marks: The Comma

■ VERNE E. WALTIMYER

Thompson College
York, Pennsylvania

ATENTION, transcription-class instructors! Isn't that a call we hear? "Help! Help!"

Yes, but it is not the cry of someone literally in imminent danger; it is the echo of the call of businessmen who are looking to the schools to supply them with stenographers who can punctuate correctly. "When I am able to secure a stenographer who can punctuate properly, I think I have found a prize," emphatically announced the office manager of one of the largest paper-manufacturing companies in the East recently. He then went on to relate exasperating incidents in his experience with stenographers and concluded by asking: "Why can they not punctuate?"

It would be of little interest to him to be told that they had completed business English and punctuation and that they had been given drills and reviews and tests and had made certain grades. Neither would it convince him to be informed of the number of letters they had transcribed, whether composed, assigned, or dictated. He would still very likely ask, "Why can they not punctuate?" In all probability, he would hand us a few miserable specimens of letters to justify his question. Whether or not we should be willing to admit it, we should likely think, "Huh! They look exactly like many of the letters written by my transcription class *after* they had *passed* the subject of punctuation."

What teacher has not had this experience, which proves only too well that the employer knows whereof he speaks?

Many of us have recommended students as being good stenographers, students who knew shorthand, English, letter writing, and punctuation, only to hear over the phone a few days later, "Wattaye mean, she can punctuate!" Well, we had looked up her marks. They were pretty good. Of course, we recalled that several of her transcription papers had been pretty hard on the correcting pencil. But she was a good typist, could take dictation, and had a passing grade in punctuation.

The fact remains, however, that, as instructors, we cannot escape the challenge of those words: "Why can they not punctuate?" It is a charge of the businessman, who thinks in terms of and pays for results because he realizes that his letters are the showcase of his business and because, too, he knows that a stenographer is, in value to him, only as good as her English and her punctuation.

Perhaps the responsibility is ours, not the student's. Surely punctuation can be taught; certainly it can be learned. Is it possible that we emphasize punctuation *marks* rather than punctuation *meanings* and that this emphasis encourages the student, unconsciously perhaps, to endeavor to learn punctuation in somewhat the same manner as he would attempt to learn mathematics by working for the answers rather than through an understanding of the principles of the problems? If this is the case, then we are encouraging students to be more interested in *where* punctuation marks are to be placed than *why*. Many stenographers, if questioned, will say that they punctuate from a sort

.....

■ *Here are some suggestions and two "comma problems" for your use in teaching, backwards and forwards, all about the comma.*

of sense as to where the marks should be; others will admit that they place them where they seem to look well. Students often try to

Key to Both "Problems"

- | | |
|-----------------------------|--------------------------|
| 1. Series of words | 7. Compound sentence |
| 2. Parenthetical expression | 8. Nonrestrictive clause |
| 3. Transposed clause | 9. Omitted verb |
| 4. Interrupting expression | 10. Before quotation |
| 5. Apposition | 11. Series of pairs |
| 6. Direct address | 12. Contrasted thought |

"remember" where they belong in order to make good grades. Too often neither students nor stenographers will seem able to tell *why* punctuation marks belong where they do. Surely this is the only way to punctuate correctly, as punctuation is the art of indicating *meanings* expressed by the writer so as to be clearly understood by the reader.

Since punctuation is really a matter of marking meanings, perhaps it would be well to emphasize and review this fact by illustrating most of the meanings of a given punctuation mark in a single composition. In order that the student may easily visualize these meanings, the content of the composition should be very easy to follow, gradually building up to that which is more technical and which employs the vocabulary of various branches of business and industry. For example, let us take the comma, which must be commonly used but which is so often misused.

Corinne Conquers the Comma

Corinne Martin heard her teacher say that every young person should learn to read, write,¹ and speak well. She knew, however,² that, if she really wanted to have these abilities,³ she must, in a number of ways,⁴ help herself to attain them.

Then her teacher, Miss Brown,⁵ encouraged her.

"Corinne,⁶ you can do it. You can master the uses of the comma,⁷ and I know that you will have fun in doing it." Corinne suddenly realized that her English book,⁸ which contained more than two pages on the comma, was her friend. Its author's first purpose had been to present the lessons in an interesting manner; his second,⁹ to have girls like her enjoy them.

One day Corinne heard Miss Brown advise,¹⁰ "The art of punctuating properly is a prize well worth earning." She decided that one who knew would give only good advice. Ability and confidence, speed and accuracy,¹¹ she was soon proud to know that she had acquired. It was then that she realized that her commas were the signals regulating the traffic of her thoughts in her written composition,¹² not merely a number of uninteresting and misunderstood marks.

The order of usages may even be reversed. This will arouse interest and will appeal to the student's sense of novelty, while im-

pressing him with the fact that the same punctuation applies wherever the same comma meanings are found, as in the following:

To the Board of Directors,
Palmer and Powell:

We have examined the consolidated balance sheet of Palmer and Powell and Sonora Mines Corporation in accordance with generally accepted auditing standards,¹ not as at first suggested by the excellent condition of the accounting records. We have also examined the consolidated statements of profit and loss and surplus,² systems of internal control and accounting procedure, and accounting records and other supporting evidence.

Our chief auditor says, ³ "The accompanying balance sheet and related statements present fairly the consolidated position of Palmer and Powell and Sonora Mines Corporation." The first purpose of this audit is to clarify all details; the second, ⁴ to present them in a clearly outlined manner. The accounts receivable,⁵ which cannot be completely confirmed because of the bookkeeping methods employed by some of the large customers, may be considered to be valid. They have been interpreted by means of other auditing procedure,⁶ and we are satisfied as to their validity.

Gentlemen,⁷ you should be well satisfied with the records of Palmer and Powell and Sonora Mines Corporation,⁸ subsidiary company. We believe, from what we have already shown,⁹ that you will appreciate this audit fully. Although it was not possible to confirm all accounts receivable,¹⁰ we are sure, of course,¹¹ that this balance sheet, statements of operation,¹² and other information reveal the true condition of the consolidated results of the operation of these companies.

Manning and Houser
Accounting and Auditing

• • •

This procedure of presenting usages can easily be employed in teaching the uses of every punctuation mark. It will prove very interesting and will have many advantages.

Let us assure Mr. Businessman that, in answer to his call, we are coming with stenographers who will understand so well the meanings he dictates that punctuation marks will slip into their proper places almost automatically.

Special Typewriter Attachments

■ NORMAN P. SAKSVIG, Director
Educational Division
L C Smith & Corona Typewriters, Inc.

LEARNING to type is important for the business-course graduate who is going into the commercial world. But equally important for these graduates is a knowledge of the special typewriter attachments, available on various typewriters, that are designed to simplify the typist's work.

Many typists, reporting for their first jobs, become frightened or confused when they see that their assigned typewriters are different from the ones they are accustomed to.

Let's look at some of these special attachments—see what they do and how they work.

Platens

In every office, cards of various sizes and shapes have to be typed. But, whether they are large or small, wide or narrow, there is a special platen made to handle them efficiently.

In most offices the amount of card writing, heavy manifolding, label writing, and similar work may not justify the expense of special typewriters. All these tasks can be efficiently handled, however, with a single typewriter whose roller, or platen, can be removed to allow substitution of one of the platens illustrated here.

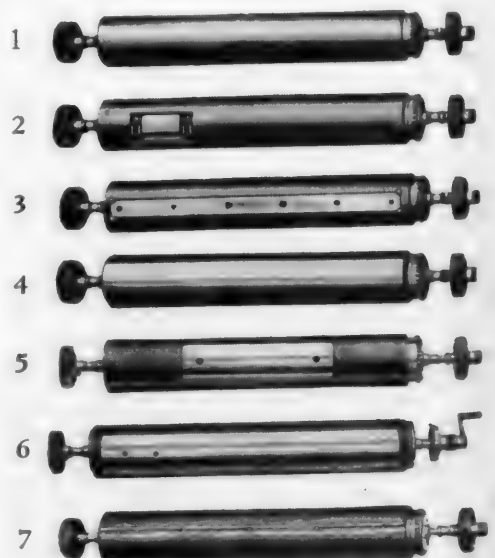
The advantages of a typewriter with a removable platen are these: (1) A quiet platen may be used for general work and a hard platen for heavy manifolding. (2) A specialized typewriter may be used for writing at the extreme top or bottom of index cards, for cutting address stencils (small lists), and so on. (3) The typewriter's feed rolls are readily accessible for easy cleaning.

1. *Regular Platen.* The standard platen is most suitable for regular correspond-

ence, when four or five carbon copies are to be made. For heavy manifolding, a medium or hard platen is recommended—according to the number of copies required.

2. *Label Platen.* The label platen is built to hold labels, small lightweight cards, and forms up to 4 inches in depth. The label clip is located near one end of the platen so as to leave room for a correspondence sheet.

3. *Card Platen.* The card platen is probably the most widely used special platen. It will handle forms or cards of any size up to an inch less than the carriage width. Cards may be inserted from the front, for writing at the extreme top edge, or from the back, for writing on the extreme bottom edge. Thus, one platen will serve for writing on both top and bottom, although it is not so efficient as a platen designed specifically for this work.



4. *Brass Platen.* The brass platen is specially designed for making the maximum number of carbon copies at one writing.

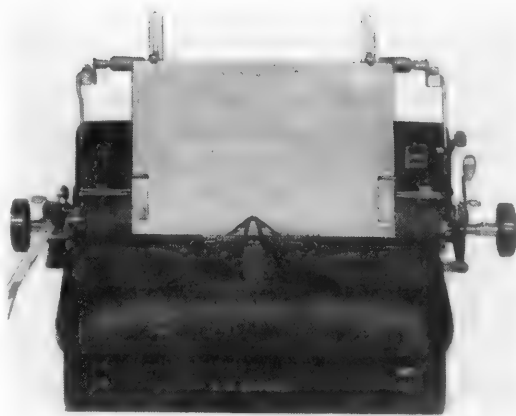
5. *Library Platen.* The gripping device on the library platen is similar in principle to that on the label platen. The device is about 5 inches long and usually located in the middle of the platen. It functions by gripping the cards firmly and holding them properly positioned to the writing line.

This platen has proved itself useful for typing on tab cards. Cards can be inserted with tabs projecting beyond the gripping device, either to the right or the left, permitting the typist to write on the extreme upper corners. On no other platen can tab cards be written so easily or rapidly. Many libraries have found this platen useful for card records, small stickers, labels, and other identification forms. On platens over 12 inches in length, two or more gripping devices can be located at intervals, thus permitting several cards, stickers, or labels to be inserted and written at one time.

6. *Top Index-Card Platen.* The top index-card platen is designed to keep index cards properly positioned in relation to the printing line near the top edge. This device is easily and quickly adaptable to use for any of the six standard card sizes. The locating mechanism, after being adjusted for the card size being used, permits the operator, by means of a crank, instantly to bring the card to the correct position for typing the index line at the top.

7. *Channel Card Platen.* A channel $\frac{1}{8}$ inch wide runs the full length of this platen and gives the typist great speed in writing cards with or without carbon copies.

8. *Bottom Index-Card Platen.* The bottom index-card platen is specially constructed without a ratchet. At each end of the platen shaft, and permanently attached to it, are supports carrying two rods on which are mounted two card frames with card guides. The card frames, with the card guides, are adjust-



Machine with Bottom Index-Card Platen

able to accommodate cards of different sizes. The card frames have adjustable stops against which the cards rest to insure uniform registration with the index writing line.

At each end of the platen, between the rod supports and the platen itself, are friction springs, which prevent the roll from turning while an index card is being typed. The platen roll cannot be turned by means of the knobs; but if its surface becomes worn or pitted from constant use, the roll can be rotated by finger pressure against the top, thus giving the typist a fresh printing surface. A ribbon guard with a triangular top can be attached to the machine, thus making it easier to insert cards behind the ribbon.

The bottom index-card platen is made for two card sizes—3 by 5 inch and 5 by 8 inch. It is designed for 11- and 12-inch carriage machines only. This platen eliminates the necessity of buying cards with a detachable stub. Such cards not only waste the operator's time but leave the card with a rough bottom edge.

Special Ratchets and Pawls

Platen ratchets (which regulate the vertical spacing of the lines of writing) and line space pawls (the "finger" that pushes against the "teeth" of the ratchet to make the platen turn when the carriage-return lever is struck) are made for a

wide variety of line spaces to meet nearly all possible requirements.

The number of ratchet teeth range from 22 to 66—with pawls to match. A 66-tooth ratchet, in addition to standard (6 lines to an inch) spacing, gives 1½ normal spaces. To match the spacing on certain ruled forms exactly, it is sometimes necessary to grind platens to special diameters.

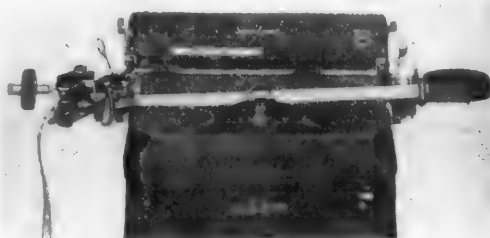
Carbon-Ribbon Machine

The carbon-ribbon machine is designed to:

1. Use one carbon ribbon—or several.
2. Write in front of, behind, or between copy sheets.
3. Write hectograph masters—single or double—with or without record copy.
4. Write spirit masters.
5. Write Multilith or blueprint masters.
6. Operate as an ordinary standard typewriter.

The carbon-ribbon machine uses carbons in narrow ribbons. Each spool of carbon ribbon contains about as much carbon-coated surface as 15 sheets of letter-sized carbon paper, but it is so effi-

Typewriter with Carbon-Ribbon Attachment



cient that it yields as much typing surface as 30 to 50 sheets of carbon paper of the same grade. It accomplishes this result by having the carbon ribbon advance, or "feed," diagonally down from right to left, after each line of typing, by operating the carbon-feed lever, thus producing rapid changes of carbon surface.

To make a typewriter equipped with the carbon-ribbon attachment available for ordinary typing, simply snap the carbon ribbon in two and swing down the arm that carries the ribbon spool, making the ribbon inoperative.

Combination Elliott Stencil Machine

The Combination Elliott Stencil Machine is a corresponding typewriter that

NORMAN SAKSVIG

Norman Saksvig, director of the Educational Division of L C Smith & Corona Typewriters, Inc., won the World's Professional Typewriting Championship in 1938 and retained it until 1940, when he joined the L C Smith staff. For two years he gave educational typewriting demonstrations. Commissioned in the Navy in 1942, he served as Officer-in-Charge of Group II Service School, Great Lakes, Naval Training Center, and later was assigned to the Pacific Fleet Schools at Pearl Harbor. He resumed his employment with L C Smith in 1946, and last October was appointed director of the Educational Division. His contribution here is given in answer to innumerable requests from our readers for information on special typewriter attachments.



can be changed quickly to an address-stencil machine by simply removing the regular platen and inserting the stencil-card attachment.

These combination machines are especially useful for small offices, lodges, trade associations, chambers of commerce, and other organizations that require limited amounts of addressing stencil work. Two styles are available.

1. Eighty-four characters, double-case pica (or smaller size) type, which will type or index through a ribbon at the top of the 2- by 4½-inch Elliott stencil card in upper-case characters only and will cut five lines in the stencil window, using both upper- and lower-case characters.

2. Eighty characters, double-case pica (or smaller size) type, which will cut nine lines in the stencil window, of the 2¾- by 4½-inch Elliott stencil card, using upper-case characters only in the first four lines, and either upper or lower case in the remaining five lines. It is not possible to type an index on the top of the 2¾- by 4½-inch Elliott stencil card.

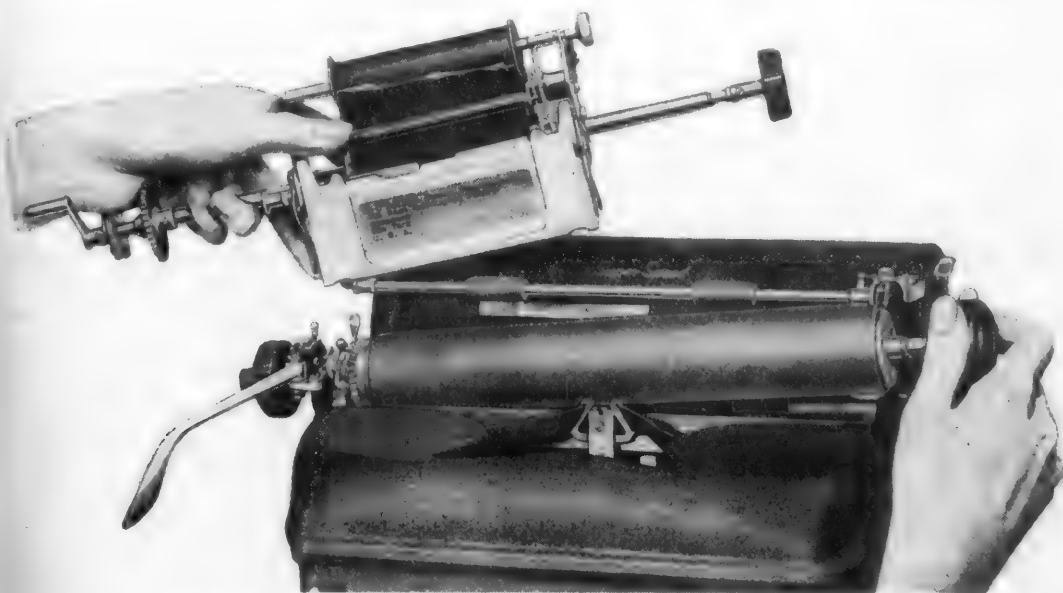
Special Tabulator Keys

The *bar or key tabulator* is generally used on office or classroom typewriters as a column-stop tabulator. However, other types of tabulators are available to adapt the typewriter for special work.

There are, among others, special *palm tabulator keys*, with which stops are set in the usual way and tabulating is done by the palm of the hand on a large-top key mounted in the lower right corner of the key board; and both 5- and 10-place *keyset decimal tabulators*, for use in typing irregular columns of figures.

For Schools?

A typewriter equipped with a decimal tabulator (5-key or 10-key) and supplied with more commonly used interchangeable platens would make a valuable addition to the office-practice classroom. If this is not possible, it is suggested that the schools request local typewriter representatives to discuss and demonstrate special typewriter attachments before each class of senior commercial students.



■ The Combination Elliott Stencil Machine attachment ready for operation. In this illustration the operator has removed the stencil-writing device and is inserting the regular platen for general correspondence.

Bookkeeping Motivation at Its Best

Announcement of the B.E.W.'s Twelfth International Contest

■ MILTON BRIGGS
CLAUDIA GARVEY

EACH month over five thousand students participate in the award-winning bookkeeping contests sponsored by the BUSINESS EDUCATION WORLD. From our New York office a stream of prizes and certificates flows to most of the schools in America, bringing glory and recognition to bookkeeping students.

Once each year, in February, the B.E.W. sponsors a special contest with an extraordinary number of prizes that may be won by individual students, by groups of students who comprise a school team, and by their instructors. This annual contest is the International Bookkeeping Contest. Last year, it attracted over 15,000 participants.

Contest Merits

Many values of participation are obvious: Students develop a keen enthusiasm for bookkeeping. Students work hard to qualify for the various achievement certificates they can earn for acceptable solutions to the contest problem. Students work especially hard to earn recognition—prizes, "Oscars," cups, and so on—for their instructors and their schools.

Under the motivation of competitive standards, students give—perhaps for the first time—great attention to workmanship. Ruling, penmanship, spelling, and general neatness are very important.

The public-relations value of winning honors, too, is obvious. Displays of prizes and certificates won, whether displayed in a corridor showcase or in the window of a downtown department store, earn respect and popularity for the school *and its business department*.

Some values are less apparent—the value of having the recognition or criticism come from outside judges; the value of having the teacher's own statements so thoroughly substantiated; the value of having students become interested in each other's work and success; the value of building real school spirit, team spirit, in the bookkeeping class.

The International

For building full-fledged *group* spirit and interest, no bookkeeping contest exceeds the B.E.W.'s International. In addition to individual honors, there are group honors to be won, too; and students will work harder for these cups and prizes than teachers think possible.

In this year's Twelfth International, there are three divisions, so that students

Awards Department, The Business Education World
270 Madison Avenue, New York 16, New York

I plan to enter approximately students in your Twelfth Annual International Bookkeeping Contest. Send me complete information and contest material on February 1, 1949.

In addition to my free teacher's copy, please send, at 3 cents each, student reprints of the bookkeeping contest project. Remittance enclosed \$.....

Name

School

School Address

City and State

(Please include zone number, if any)

compete only with students of equal academic rank and training. The divisions are public high schools, private high schools (including parochial schools), and colleges. Equal prizes are awarded in each division.

Many Fine Prizes

First prize in each division is a silver trophy cup and a teacher's prize of \$10. Second prize in each division is a check for \$10. Third prize is a check for \$5. To the teacher of any class that scores 275 (out of a possible 300 score), an Honorable Mention prize of \$3 is awarded. There is also a special prize of \$5 for the teacher of the largest group of entries in each division. Hundreds of Gold-, Red-, and Blue-Seal Certificates, suitable for framing, *will be presented to all teachers whose groups achieve the required standards regardless of other honors won.*

For individual student honors, "Os-

cars" will be awarded to the 200 students who submit the outstanding solutions. Every student who submits a satisfactorily prepared solution will receive the special annual contest certificate of achievement.

You're Invited

The B.E.W. sponsors this annual contest for one purpose: to help you make bookkeeping more interesting to learn. You are invited to participate in the Twelfth Annual International Bookkeeping Contest. Use the blank on page 280 to send for complete information and entry forms.

* * *

Suggestions: Because students do a more outstanding performance when they "know the ropes," we suggest your giving them some contest experience by participating in the January contest (see page 308); then they will be ready for and enthusiastic about competing in February's big International. "

Practicing Shorthand by the "Retention" Method

■ VEDA A. BALLEIN
Grayville Community Unit Schools
Grayville, Illinois

HAVE you ever watched a shorthand student listlessly copy material from the plates in his textbook, learning nothing, using no concentration, performing an act that a child in the third grade could do equally well? Every shorthand teacher has, of course! Students have to be taught *how* to practice and *why* to practice as well as *what* to practice. Thoughtless practice is worth little.

Because my students are enthusiastic about the way in which they have learned to practice their shorthand, and because they seem to have benefited greatly through use of what I call the "retention" method, the plan may be worth reporting here.

I teach the students to do no "copy" work as such. Usually I do ask the stu-

dents to write the shorthand once from the text. It is not, however, the number of times that material is written or the number of pages of a notebook that are filled that is important: it is concentration that counts. So, the retention method is one that requires the utmost in concentration.

Retention in the Writing Practice

For the first writings from dictation, I use the easy materials near the beginning of the book after the students have learned to read them. I begin a typical dictation-practice period by dictating to myself while I write on the blackboard the same material that the class will shortly be given. Naturally I call the attention of the students to fluency, proportion, and so on. After the demonstration, I ask the students to look at the first

few outlines. I read them. They read them. The students study what we read and reproduce the outlines without reference to the models. That is, when they start writing, they do not look back at their texts or at my blackboard notes.

When a student has written from the image retained in his mind, *then* he looks back at the text or at my notes. I read a few additional outlines; the class reads them, studies them, and then writes them in their notebooks. After each part of the paragraph or letter selected has been thus written, bit by bit from mental image. I say, "Now, let's see whether we can write this from dictation." The text remains open to the shorthand plate, and students are permitted to glance at it, for the first dictation is very slow; but soon the students reach the point where they can write materials without reference to the outlines in the book.

The students are then directed to write their practice materials in their homework assignments in the same way—study a few outlines and then write them from memory. The students are urged to enlarge the number of outlines they can carry in their minds; but each student is his own dictator.

I tell students something that I believe: that the biggest mistake a shorthand student can make is not to read all that he has written. I sample the homework assignment each day and, almost without exception, find that the students can read their own writing—after making just one copy, but one *thoughtful* copy—of the plates in the text.

To keep students from drifting into the copy method, I write with the students some of their dictation-practice materials. We try together for longer and longer passages. It is not long until the students are able to retain and reproduce full sentences. They develop a fluency in their writing, with a neat and easy style. The mental reproduction of the outlines seems to carry them freely from one outline to another without hesitation.

In using this "visual-image," or "re-

tention," method of practicing, the students must be led to concentrate and observe details carefully. At first, student work seems to progress very slowly, and a period of practice seems to speed by without having covered much material; but every bit of the practice is fruitful, and once the routine is established more and more material can be completed.

Retention in the Reading Practice

I stress upon my students the importance of meaningful reading from the very start. In my class, reading is never done rapidly, no matter how familiar the students may be with the material or how often they may have read a plate before. Always the student imagines that he is reading something he himself has written from dictation—yes, even when reading from text plates—and he assumes that the dictator has asked for a read-back in order to see how the material sounds; so he reads with meaning *always*.

I encourage students to read aloud, telling them to read their homework aloud when practicing it at home. (There's nothing like having students read their homework to parents or anyone else at home who does not know shorthand, to impress the students with the importance of reading intelligently!) For, many businessmen do ask their stenographers to read back dictation—which may be one of the reasons that graduates tell us that they "learn so much on the first job." As a supplement to reading, I believe in frequently asking students to tell in their own words the meaning of a paragraph they have read—just to make certain that they are retaining what they read.

Conclusion

A great deal of shorthand practice is wasted: it is simply a matter of transferring what is in the book to paper. The "retention" method brings the brain into that process and makes practice more meaningful.

Selling Shorthand: an Adventure

■ MRS. MADELINE S. STRONY

Educational Director
The Gregg Publishing Company

RECENTLY I had the opportunity of visiting a number of workshops throughout the country, to give talks and demonstrations on the teaching of shorthand. The experience of meeting with business teachers is always an exciting one, for some problems are strictly local ones, like scheduling classes; and other problems are universal, like arousing the interest of boys in shorthand.

My presentations were varied, depending on the nature and interests of the business teachers in the workshop groups. My experiences were varied, too; and one of them particularly, occurring in the workshop at the State Teachers College in Terre Haute, Indiana, seems worth reporting.

General Suggestions for "Selling" Shorthand

During my first day in Terre Haute, I was talking about psychology in skill building. I stressed the idea that we should devote much attention during the first week of shorthand to "selling" shorthand to the students.

While members of the workshop nodded in agreement, I recounted the familiar problem: that some students are in our shorthand classes because they truly want to take the subject; some, because their parents want them to take it; others, because there was nothing else they could schedule at that period; and still others, by accident.

Discussion with the workshop teachers reviewed such pupil opinions as: "short-

hand is difficult"; "shorthand has so much homework that you can't keep up with it"; "shorthand is 'sissy' for boys";

and so on, with other misconceptions. We agreed that all shorthand teachers knew of these attitudes. Knowing them, I pointed out, opens the door for our doing something about them. If we can win student enthusiasm by overcoming these misgivings and doubts during the first week of class, we'll have the students "with us" the rest of the time.

How to win the students? I described to the workshop group some of my own classroom practices.

Even on the first day of class, for example, I tell stories about young people who have taken shorthand and profited greatly by it. I have a particularly successful graduate attend the first class, to tell what she is doing and how grateful she is that she studied shorthand. When the visitor has finished, I always describe one of her classmates who had trouble at first in learning shorthand but overcame that trouble to achieve considerable success. Students are buoyed by such stories.

Sometime during the first week, too, I have a six-foot-tall businessman, who started by the stenographic route, come in to talk briefly with my shorthand students. Yes, I tell him that I picked him deliberately to help me squelch that idea that shorthand is a "sissy" subject. One look at such a speaker dismisses from students' minds any misgivings on *that* score!

When I had completed the foregoing discussion (but in much greater detail, of course), I ended the talk by asking if

.....

■ *Mrs. Strony, dynamic speaker and teacher of shorthand, recently completed a lecture tour of business-teacher workshops. Among her addresses was one on methods of arousing enthusiasm for learning shorthand. When she gave this talk in Terre Haute, the workshop teachers promptly hauled in a group of disinterested young men and told her, "Show us!" This is how she did it.*

there were in the workshop group any teacher who did not know shorthand. There were four. I offered to demonstrate a first-day lesson the next day, if they would serve as the class. They would.

The Challenge

At the completion of this first meeting, Doctor Muse, Mr. Eberhard, and Mr. Breidenbaugh took a recess with me, during which Doctor Muse asked whether I would accept a challenge.

"You see," he continued, "Mr. Breidenbaugh has in his accounting class several boys who are antagonistic toward shorthand. Would you be willing to take *them* tomorrow, along with the beginners in the teachers' group, for that first-day lesson?"

"Yes," I replied, "but tell me about them."

"Most of the young men are veterans. They are so opposed to shorthand, as I found out at registration time," explained Mr. Breidenbaugh, "that if you can even persuade them to listen to you, you will be successfully 'selling your subject.'" Mr. Breidenbaugh went on to say that he would not tell the boys, lest they balk, but would simply bring as many as he could to the workshop meeting the next day.

The Venture

The next day, I had a few minutes with the workshop group before the boys arrived. I explained that my "selling" procedure would, of course, have to be different from that which I would use with a high school group. We arranged chairs in the front of the room for the boys; the members of the workshop sat in the back.

The young men came into the room. Some were grinning, some looked thoroughly bored, and two were so actively disinterested that I had just a side view of them.

"Really, boys," I laughed, "this is going to be quite painless. It might even be fun. Won't you turn this way and sweat it out with me?"

They laughed, and we were together.

I started with what one might call "the economic approach," using the general theme of "Youth, Get Your Toe Inside the Door." I pointed out that whether they would soon be seeking teaching positions or office jobs, the knowledge of shorthand would open more employment doors to them and give them the opportunity to get started. Because I knew most of these boys planned to teach bookkeeping, I stressed the fact that most teachers in Indiana began in small schools where they were expected to teach both bookkeeping and shorthand.

Continuing in a spirited but conversational manner, I told them about the comments Billy Rose recently made in his "Pitching Horseshoes" column. Mr. Rose had been asked to interview and advise a young college graduate; and his advice was, in effect: "There is not much jack for the jack-of-all-trades. Learn to do something specific. Learn shorthand: It opens doors and starts careers."

Six of our first minutes were gone; so I said, "Now, I am going to show you how easy shorthand is."

I picked out the tallest young man and asked him to go to the blackboard, assuring him again that what we were about to do would be painless. He was a good sport. Then I gave some printed matter to another young man and asked him to dictate it as fast as our "demonstrator" could write it in longhand; I, meanwhile, would write the same material in shorthand. I instructed the dictator to pay no attention to me but to keep about three or four words ahead of the "longhand expert."

The dictation started at what was a terrific rate—for longhand. Everyone watched with what effort the longhand writer worked while I would leisurely write for a second or two and then wait. Now and then, I confess, I would add with mock boredom, "Oh, come on—faster, faster," while my young friend scribbled away.

When we had finished as much as he could get on his board space, I handed the printed matter to another of the beginners' group and said, "You have seen

how much less effort I had to exert; but let's see if I can read my own notes."

I read very rapidly, of course!

"Correct," said the copy-holder.

"Naturally!" I exclaimed. "Shorthand is just as easy to read as longhand is—" I paused and looked at the longhand specimen on the blackboard, "—or easier!"

Everyone laughed. The young men were thoroughly at ease and thoroughly interested.

Because none of the young men had shorthand books and because our time was so limited (I had only 25 minutes with the young men), I gave a quick lesson, having the men read in concert from my new blackboard notes as I taught:

- (1) R, A, and H...ray, air, hair, rare
- (2) L.....lay, ail, hail, rail
- (3) N and Mray, rain, ail, nail, lame, lain
- (4) K and Gay....ache, make, gay, cake, game

At first two or three of the young men were shy about participating in the spelling and word construction; but after we got started they were booming with the others. I asked the two who had initially turned their backs to me to read alone, and they did, and well. Then the boys had to return to their regular class.

In Summary

The workshop group helped me analyze what I had done—and they agreed that I *had* interested the boys:

1. Appealed to economic motives — gave a reason for studying shorthand.

2. Selected a tall boy to go to the board, in order to exaggerate the difficulty of writing longhand and make it clear how easy shorthand *can* be.

3. Wrote shorthand myself, to illustrate from the outset the fluent way in which shorthand should be written.

4. Selected easy words and only one long vowel for the first lesson. To have attempted to teach more than one vowel sound in the first lesson would have undone the effect for which I was striving.

5. Convinced the boys that shorthand is easy (the beginners in the teachers' group assured us of that).

6. Spoke in a conversational tone, with no preaching and no admonishing.

I cannot let the story end there; I must add that later the same day I saw two of the young men who had been in the group. They said they had enjoyed the lesson and were actually planning to take shorthand the next semester.

"Lady," said one of them, "I hadn't understood shorthand before . . ."

Few students do; that is why we should explain it and sell it.

Our Center Spread

NUMBER 5 in our series of bulletin-board aids is given on the following two pages: a transcription honor roll.

Type the names in the first column. As students achieve higher transcribing rates (at whatever level of accuracy you prefer to establish) on 1-, 3-, and 5-minute takes, indicate progress by placing stars beside the names. By keeping records on all three types, every student has measurable progress to show; no student will be embarrassed by lack of stars.

For successful transcription of 1-minute takes, use a single star. For 3-minute takes (on either old or new copy, as you may prefer), use two stars, one over the other so as to make a 10-point star. For honoring 5-minute takes, use the 10-point star with a large colored dot in

the center. Gummed stars and dots are available at any stationery store.

The three scores will not conflict. When the 3-minute-take record overtakes prior 1-minute scores, you need only mount a second star over the one already on the honor roll. When 5-minute honors are earned and so overtake the 3-minute rate, you need only add a dot to the double star on the honor roll.

For best motivation, divide the class into equal teams—as many as you wish—and use distinctive colors for each team, like silver for Team 1, gold for Team 2, blue for Team 3, and so on, with red dots for all. Then, to get higher proofreading accuracy and to add motivation, let the captains of each team check the papers of one team of opponents and maintain their records for them.—*Editor*.

KEY: Single Star, transcription of 1-minute take dictated at speed indicated; Double Star, 3-minute take; Stars and Dot, 5-minute take.

The Mademoiselle Handbook

■ Here is an unusual book. It is written "for the girl with a job and a future," by Mary Hamman and the editors of *Mademoiselle* (McGraw-Hill, New York, 1946, 196 pages, \$2). It is a breezy, vocational book that has the breath of real office experience in it. It is a book your library should have—and one you would enjoy reading before your students learn about it.

■ Recommended and reviewed by
ROBERT L. HITCH
University of Wyoming

FOR you, your students, and your friends, we suggest that you will thoroughly enjoy reading *The Mademoiselle Handbook*. It is refreshing. It is delightful. It is at the same time a top-quality vocational handbook. It is edited by Mary Hamman and the staff editors of *Mademoiselle* magazine.

Tomorrow Is Yours

Miss Hamman opens the book with a lively and enlightening review of the trials and tribulations of the business girl at the turn of the century. The account is full of anecdotes—how, for example, the brave, and perhaps bold, women of that era put their names on the office doors beside those of their employers. The editors tell, almost proudly, how women have been so successful in their bid for desks of their own that today, women are a generally accepted fixture in the modern business whirl.

Indicative of the breezy style, entertaining attitude, and feminist point of view is this side commentary by Miss Hamman:

That popular figure of some years ago, the husband who felt it would be a reflection on him if his wife took a job or even worked in the home, is about as extinct as the buffalo, and those of the breed who do survive are so highly prized, and so quickly bagged, that the average Diana never even draws a bead on one.

Bars against females in business grow fewer and fewer, Miss Hamman points out, encouragingly. *Pick* your future; *prepare* for your future; *obtain* your future—that is Miss Hamman's creed. She makes vocationalism bright.

Look at Aptitudes

Miss Hamman counsels us (because we are teachers we are sure that "you" means "girls," not "me") to determine first our aptitudes and interests and then to build

our vocational future around our findings. We are reminded, and this is a good expression, that "the White House has room for only one president at a time," that we can't all be air-line hostesses, or heads of personnel departments, or flying buyers for metropolitan department stores. The author makes a real and convincing plea for sane vocational planning. She emphasizes the value and dignity of all work.

The Boss Is Looking

The Mademoiselle Handbook, despite its lighthearted approach, is blunt about business behavior. Yes, says this handbook, many jobs are obtained through "drag" or "pull"; but these influences cannot hold your job for you. Everlastingly hard work is the best insurance policy against unemployment.

Your boss may look at you, as the night does, with a thousand eyes. At least 990 of those eyes are focused on the relative merits of your various office activities. Remember, the boss's work should require his attention, not you. Be sensible. "I want a girl with a head on her shoulders—somebody who can think," is the cry of the modern businessman.

It is hard to do justice in this review to the spirited, finger-wagging counseling offered by Miss Hamman. Her counseling is so forthright and authoritative that the familiar statements we business teachers use in class day after day seem better than ever when she says them.

This, for example, is the practical tenor of her advice on "how to get a raise": Never be hesitant about stating your case, using tact, naturally. If you feel you deserve more responsibility or more pay, tell your employer. If you really do deserve more money, he will privately respect you for asking for it, if you do so in the proper manner. Don't be afraid of him; he won't bite—at least the majority of employers are not given to such practices. Don't tell anything you know about your boss, *especially* if it relates to a weakness. A whispering

campaign is not recommended as a good method for obtaining increases in salary.

Your Future Is Looking at You

The Mademoiselle Handbook does a thorough job of other explanations, too—like ways to find interesting experiences, how to get along with folks, how to find quiet and enriching things. There is even philosophy, like this:

It's often said that the wise person compromises, bends with the wind, accepts what comes, and doesn't expect too much. But youth is the time for fanaticism, it's the time for high ideals and high standards. Set them for yourself and try to live up to them. Age and experience may temper your ambitions and cool your enthusiasms, but get off to a flying start, at any rate, with your sleeves rolled up and a glint in your eye. These are the years of your

double duty: when you live the present and spin the future.

Finally—

This book has a subtitle, "For the girl with a job and a future." If it wanted another subtitle, one that would describe the indefinite something about this book that makes you want to work, the way a cookbook makes you want to whip up a good meal, that subtitle could be lifted out of the passage above: "... with your sleeves rolled up and a glint in your eye"!

Don't mistake this work for "just another book off the press." It's different. It's alive. It's entertaining. Its "card on the table" style is most refreshing. Your friend—any friend—would appreciate a copy as a present. But you'll want to read it first, yourself.

- *A few quick notes on how to win friends and influence people—among businessmen.*

Signals for the Co-ordinator

- **SAMUEL W. CAPLAN**
Temple University
Philadelphia, Pennsylvania

ONE of the problems that business teachers face when entering the field of co-operative training is that of approaching the prospective employer for their students. This problem is met also by any new teacher—co-ordinator in distributive education. With a view toward solving the problem, the following questions were recently put to a conference group of distributive-education teacher—co-ordinators:

What can we, as co-ordinators, do to break down and eliminate the barrier that exists between us and business people? What can we do to improve the relationship between business people and teachers?

The opening remarks by the chairman of the group indicated his belief that businessmen are genuinely aloof to teachers and that a definite barrier exists between teachers and business people. He

called on conference members to recount experiences that would substantiate his observations. Numerous incidents were related by those present. Stories were told of the feeling of uneasiness when speaking to businessmen; of unfamiliarity with business terms and language, which led to misunderstandings; of the failure of businessmen to realize the benefits to be derived from a program of co-operative training.

Members of the group felt that often these misapprehensions were caused by the teachers' lack of understanding of business practices. Co-ordinators who demanded private or confidential data, who sat themselves in conspicuous places to take notes on the student and the business, who barged in on busy days or during important private conferences, surely were not doing anything that would create respect for their judgment or ability.

Means of explaining and upgrading the teachers' work in respect to co-ordin-



"But, dear, I tell you I really am tied up..."

ating activities were then considered by the conferees.

Thawing the Ice

Good salesmanship principles could be applied. The co-ordinator should think in terms of the businessman's needs and how he can help to satisfy them—one means of aiding the businessman is to give him help in his personnel problems. The co-ordinator can prove his worth by personally working in business establishments. This practice would acquaint him with current business methods and usages as well as be a means of giving the businessman some help.

Another means of aiding the businessman is by instituting an educational program. This would be of immeasurable help. The program could be in the nature of a mimeographed paper or booklet, which could be sent periodically to business leaders. Or it might be in the form of conferences held with those that are to be activated. It might result in talks to service clubs and include participation in civic and business organizations. Publicity in local newspapers would be of aid.

All those present at the conference agreed that, above all, the co-ordinators must be conscientious—the business person should know that he is *regular* in attendance, even if his calls are not frequent. The co-ordinator should have a mapped itinerary for calls so that all

training stations are covered regularly. He should use his judgment in reference to a particular case to decide how many visitations are necessary.

Summary

The next step in the conference called for the compilation of a list of do's and don'ts for co-ordinators. They follow:

Do—

1. Be courteous but not effusive.
2. Make only favorable comments regarding the business.
3. Patronize and publicize the co-operating merchants as much as possible.
4. Orient the students thoroughly before placement is made on the job.
5. Orient the merchant — explain in person, by conference, by meetings, by pamphlets, just what is to be expected from the student and the program. Also explain the merchant's responsibilities.
6. Use good judgment in contacts. Be diplomatic in speaking to business people and not too "nosey" concerning their business affairs.

Don't—

1. Act as an expert on business problems.
2. Correct students in front of others.
3. Correct students in the place of employment except in extreme emergencies.
4. Contact business people at peak hours or at inconvenient times.
5. Ask unnecessary favors from business people or solicit them continuously for school advertisements, financial drives, and the like.

It is the writer's belief that the conference resulted in worth-while thinking in regard to the original questions propounded. He also believes that the problem could largely be solved if the prospective co-ordinator has two qualifications to offer — *occupational experience and good judgment*. The type of experiences offered is a silent attestation for the need for work experience. Certain it is that a person who has worked in a place of business would be less likely to commit the types of action mentioned at the outset of the problem.

Q-SAGO Unit on Small Business

JOHN W. ABERLE
San Jose State College
San Jose, California

A GROUP of high school students were standing backstage in the school auditorium just before the seniors' graduation practice was to begin. They were talking about post high school jobs, going to college, and summer plans.

One senior in the group said in a most convincing manner, "I've been doing a lot of thinking about college and have decided not to go."

"But why?" chorused the group.

"Primarily," he replied, "because most people who are college trained work for somebody else. If a person can make money for someone else, he can make money for himself. I've picked out a business here in town that I'm going into. Oh, I'll start out small. But I'm going to get some experience instead of a college degree—and some day I'll own a business of my own like the one I'm going to work in. Why I'll make twice the money that people with college educations are making."

This senior's ambition is to be admired, and perhaps he should be encouraged to continue with his idea. But, the career of a small-business man is studded with risks of which he should be made aware. One of the reasons for the high percentage of business failures is the naïveté with which so many enter the field. There is no more appropriate place for young people to start facing the facts of business life than in high school, and so a small-business orientation unit should be included in the elementary business-training course.

The Approach

Every spring, discussions like the one cited above take place. Students are aware of the seniors' plans. They are career-minded, business-minded. It is easy to stimulate interest in the facts of failures and successes in local small busi-

nesses, and there are many ways to approach the study of this topic.

1. If among the seniors there is a boy or girl who is already successfully operating some kind of small business, invite him to tell of his experiences—the bad as well as the good—as the opening gun in this unit. The questions that members of your class will ask will serve as threads for the unit.

2. If among the students in your class or among the seniors there is one who is already working during his afternoons or after school hours or week ends in a small-business establishment, ask him to talk to your group. There is almost certain to be at least one student in your own class whose father operates a small store or shop, and that student could make the introductory presentation.

3. If your local chamber of commerce has been conducting a campaign to stimulate more local businesses, a member of that group might be available to talk to the class.

4. If you hesitate to use a speaker to launch the new unit, your distribution of some of the new and attractive literature about small business may serve to provoke discussion and inquiry. The National Cash Register Company has published many clear, well-illustrated pamphlets on various phases of small-business operation. Pamphlets similar in purpose are available also from most state commerce departments, from many state universities, and from such Government agencies as the Office of Small Businesses in the Federal Department of Commerce. Because these pamphlets are prepared for small-business operators who are possibly long on interest but short on formal education, most of them are written very clearly and have numerous illustrations, each of which is a springboard for interesting discussion.

QUESTIONS	SUBJECT MATTER	ACTIVITIES	GOALS	OBJECTIVES
1. What is small business? How does it differ from big business? In what fields is small business particularly important?	Our Business Life, pages 563-583. Business Principles & Management (Shilt & Wilson), pages 1-14.	Poster: Similarities and differences of large and small businesses. Display: Pictures that classify local large and small businesses. Report: Causes of small-business failures.	1. To be successful, any business must fulfill satisfactorily a needed service.	1. Understanding of the nature of business enterprise.
2. Who renders service? Do all small businesses render service? If so, how do these services differ from those rendered by big business?	Meeting the Special Problems of Small Business, pages 9-20. Business Principles (Zutavern), pages 1-73.	Dramatization: Mr. Jones is asked for service! Debate: I would rather buy groceries in a chain store. Collection: Newspaper ads that show different kinds of services.	2. Our community is better for having the services of its firms.	2. Understanding of the place of business in community life.
3. Who benefits? Does the community benefit from small business? Does the consumer benefit or only small business itself?	General Business (Crabbe & Salsgiver), pages 645-666.	Visit: Committee to local chamber of commerce; report on number and nature of local businesses. Survey: Our favorite stores, shops, and so on. Panel: New small businesses our community needs and can support.	3. We are all producers, distributors, and consumers.	3. Understanding of the extent to which we are all dependent upon one another's services.
4. What should consumers know? Do small businesses have good products? Can you depend on them? Are there many small businesses that act as distributors for national concerns?	The Consumer Investigator (Zutavern & Bullock), pages 73-118. (Problems in American Life Unit #19—The American Standard of Living.)	Bulletin-Board Illustration: Pictures of nationally advertised products handled by small business concerns. Visitor: Wholesale salesman—"How We Sell to the Local Retailer." Chart: Channels of distribution, comparative prices of items.	4. To make wise and efficient use of business goods and services, we must be informed consumers.	4. Understanding of the advantages and disadvantages of the consumer's position.
5. What vocations are involved? Who works at them? What do they do? What experience would a potential small-business man need to have? What would he have to know?	Going Into Business for Yourself (Rost), pages 14-17. Dept. of Commerce Check List for Establishing a Retail Business.	Talk: "My Start in the Business." Report: Daily problems in the retail store. Report: Duties of employers in selected local small businesses.	5. A business worker must know where his job fits into the structure of business.	5. Comprehension of the enormous number of vocations in business, and knowledge of the principal duties and functions of the outstanding ones.
6. What personal skills are needed? Do we have them? Do you know how to keep a set of books? To make out a financial statement? To buy? To sell? Do you know anything about advertising, layout, window dressing?	Occupations in Retail Stores (Schwartz), pages 27-41. Young Man in Business (Davis), pages 1-14.	Chart Illustration: List of causes of small-business success. Interview: With guidance counselor—high school and post high school courses for small-business training. Demonstration: The importance of the financial statement in obtaining credit. Table Project: The organization of a small store. Contest: Best ad for a tailor or radio-repair shop.	6. Personal skills (penmanship, arithmetic, spelling, vocabulary, English usages, business techniques, etc.) are essential in getting and advancing in a position and in effectively using the services of business.	6. Improvement in the personal skills (tools) demanded of all business users and workers.
7. What personal traits are needed? Do we have them? Are you strong physically? Willing to work long hours? Do you like people? Are you easy to get along with?	(Note: required background reading will be in whichever text is basic in the course.)	Check List: Self-rating scheme for determining personal qualities that point toward success as a small-business man. Shopping Good and bad for personal business. Collection: Want ads for employees for small business.	7. Proper personal traits (manners, willingness to work, grooming, participation in group activities, etc.) are essential in getting and advancing in a position.	7. Development of the desirable attitudes and characteristics demanded of all business workers.

The Unit Outline

Whatever approach is selected, however, the goals of this unit should be kept clearly in mind. A week or two-week study of small businesses is not going to make businessmen out of our young students; such study is an orientation or appreciation unit and nothing more. The approach, therefore, should not be one of "selling" students on the idea of becoming operators of small businesses; rather, the approach should be one that stimulates the class to measure the fundamental problems, the fundamental hazards, and the fundamental opportunities of small businesses.

In analyzing the outline for this unit, you will notice activities that call for comparing large and small businesses, for reporting the various skills and diversified knowledge needed to operate a private enterprise, and so on. Such activities contribute to pupil knowledge about the "fundamentals." It is recommended that emphasis should be placed, and very respectfully, on the proper preparation and training that a person *should* undertake if he does wish to operate his own business.

Pupil Activities

Most high school textbooks in general business training have sections devoted to the small business enterprise, but usually these sections are inspectional only. To make this unit significant to the learners, we must help each of them to investigate not only widely in various sources of printed information but also narrowly in some particular kind of business. In general, the plan is this: have each student investigate one particular business, evaluate its functions in terms of information obtained by wide reading, and then report in some dramatic or "active" way the summary of his findings. In addition to this individual assignment, students should be led also to contribute in supplementary fashion to the discussions of the various questions given in the unit outline.

Sometime long in advance of beginning this unit, write to the Office of Small Business in the nearest regional office of the Department of Commerce, to get copies of *Personal Traits Check List for Establishing a Retail Business* and the catalogue of other pamphlets. In that catalogue are listed scores of *How to Start Your Own Business* booklets, each dealing with a different and specific kind of business enterprise. It is likely that you will want to send for some of those pamphlets; they are very inexpensive.

With the use of such materials and those available from the other sources previously cited, and through visitation and visitors, it is easy to implement the various activities suggested in the unit outline.

To "reach" the students, it is well to have each envision himself as the proprietor of a small business, and to make his investigation one that supports such a concept. Advantages and disadvantages, possibilities and impossibilities, become real when students think of themselves as such proprietors.

Outcomes

If the studies and activities suggested in the outline are completed satisfactorily, the contribution of the unit to pupil development will be obvious. Surest guide to the teacher is found in the nature and quality of the questions that arise in class discussions, the number of challenges that greet reports, and the extent of enthusiastic participation in the activities.

Remember, it is not the purpose of the unit to sell students on the idea of becoming small-business entrepreneurs; rather the purpose is one of orientation and possibly one of appreciation. Accordingly, it is not hard to prepare an objective test based on the "fundamental" facts, for measurement of relative pupil success.

But the most genuine contribution of this unit is not one that lends itself to immediate appraisal: it is clarifying the pupil's mind-set as he views himself in terms of a small-business career.

Correspondence Between 1860 and 1871

The Business Letter of Bygone Years—V

■ CARL NAETHER
University of Southern California

A MORE painstaking and more comprehensive treatment of certain phases of commercial letters characterizes many books published during this period. To be sure, many authors still cling to British traditions and to stiff model letters. A distinctly progressive tendency, however, is apparent in the mechanical as well as in the "mental" setup of the business letter. Let us cite some aspects of this tendency.

The lengthy unparagraphed letter, with its solid mass of frequently difficult-to-read matter, is gradually giving way to the properly paragraphed message, which is much easier to read and to understand. Methods of handling letters by correspondence clerks are explained in more detail. Every phase of mechanical arrangement—of heading, salutation, body, etc.—is gone into thoroughly.

Unanimously the authors of this period advocate the exclusion of *all* personal references from business letters, and with it the abandonment of the florid style of writing, which in part provided the "elegant" atmosphere of early social and semibusiness correspondence with its repetitiousness and trite formalities. The use of correct spelling, punctuation, and grammar is emphasized much more frequently. Finally, more books are written for use as texts in private and in public commercial schools. Now let us examine some of the more important books of this period.

A truly comprehensive and exclusive treatise on business correspondence—assuredly one of the best thus far because it sets a precedent for completeness—is William Anderson's 300-page *Practical Mercantile Correspondence*, 10th edition, revised and enlarged, London: 1860. (The 17th edition of this book appeared

in London in 1867; in 1872 D. Appleton & Company, New York, published this book under the title of *Practical Mercantile Letter-Writer*.)

Two pages of testimonials, representing excerpts from reviews of this book published in newspapers, precede the title page—an innovation of a sort. Here is a typical "advertisement":

This is a work which ought to find its way into every merchant's counting-house. It is well adapted for the use of schools, and may be introduced into public seminaries with very great advantage to the rising generation.—*Sun*.

Apparently businessmen in Anderson's time (just as are businessmen today) were reluctant to hand any of their letters over to strangers for publication:

Merchants are, usually, and from a very proper feeling, averse to suffering their correspondence to be made public; and when they have, in some few instances, permitted a small selection to be made, for the exclusive use of a private academy, they have limited the favor to old letters and commonplace subjects, fearing that correspondence of a personal nature or particularly interesting from the peculiarity or delicacy of the transactions involved would be recognized, whatever attempts might be made to disguise it.

The general nature and the quality of the letter material that Anderson did obtain for his book are also explained in the Preface:

I have been careful to select simple transactions, and have, in many cases, given the entire correspondence relating to them, in order to show distinctly the common routine of business.

I have endeavoured to correct the diction, when necessary, in order to render the letters fair examples of the commercial style; avoiding some inelegancies, and some ungrammatical and quaint expressions. . . . In short, it has been my principal object to furnish an appropriate Exercise-book for the use of schools. . . .

Pertinent hints concerning the methods of business letter writing prevailing in the 1860's are offered in the "Preliminary Observations." There we learn that a so-called correspondence clerk usually handled a firm's letters, which he copied

by hand or by means of a letter press into the letterbook that every merchant kept for reference.

After an incoming letter was read, it was "folded neatly and evenly, and endorsed with the name and the date, and date of receipt, a blank being left for the date of receipt." The methods used in replying varied:

Some merchants open their letters in the presence of their correspondence clerks, read them aloud, and state at once what kind of reply is to be given to each; excepting, of course, cases which require consideration and private consultation among the partners. Others read their letters by themselves, and note with a pencil, or communicate verbally, on handing them to the clerk, their wishes in regard to the replies. . . . If the clerk can take the directions for the reply in shorthand, so much the better; but note them he must, unless endowed with a singularly retentive memory.

A subject not explained in the books already commented on concerns the importance of sending, and of noting, the proper enclosures with each letter:

It is a good practice to note in one corner of the front page every enclosure that is to go with the letters, and to affix a slight mark in the margin opposite every blank. All the blanks being first carefully filled up, the letters should be handed to the copying clerk, and being received back from the press sufficiently dry for folding, the correspondent proceeds to this last process, first consulting the note in the corner to be certain that he has the inclosures correct.

In shape a letter should be neither too square nor too oblong, and large in proportion to the enclosures, so as not to appear clumsily thick. The address should be distinctly written and neatly placed; not straggling too near the top, nor yet crowded too near the bottom; and, finally, when envelopes are not used, the seal or wafer must not obliterate any portion of the writing.

Practical Mercantile Correspondence offers a wealth of relevant and diversified material that should interest almost any student of the subject. The three hundred letters (many in series of business transactions) which this eighty-seven-year-old text offers include circulars (announcements), introductions, orders, complaints and adjustments, reports on market conditions, consignments and commissions.

The "Circular"—in the following case the offer of a new firm's services—con-

stitutes an advertisement in letter form. A solicitation of business, it was sent, no doubt, to a selected mailing list with a view to obtaining commissions by mail. This letter is, as a whole, clear and specific. It contains both the service and the sales element—so indispensable to modern business writing. The frequent use of participles at beginnings and closings of letters was accepted practice in Anderson's time. The use of long, smooth-reading sentences points to thoughtful composition:

A Circular

London, 11th August, 1860.

Messrs. James Grey and Co., Liverpool,

Gentlemen,—Having formed an establishment in this city, as merchants and general agents, we take the liberty of acquainting you therewith, and solicit the preference of your orders. From our experience in mercantile affairs generally, and our intimate acquaintance with business as conducted in this metropolis in particular, we venture to promise that we shall be enabled to execute any commission with which you may favor us, to your satisfaction, and in the most prompt and economical manner. At least we can safely guarantee, that neither zeal nor attention shall be wanting on our parts to ensure to our friends every advantage that our markets may afford; nor will there, we trust, be any deficiency of ability to fulfil their instructions, and promote their interests.

Possessed of ample funds, not only for the service of our friends, but also for carrying on an extensive export and import trade on our own account, we shall be glad to avail ourselves of any advantage that your market may, from time to time, present for Australian or colonial produce, or for British products and manufactures, by making you suitable consignments. We shall, therefore, thank you to keep us constantly advised of the state of your markets; and, as we shall be ready to make advances to the extent of two-thirds of the bill of lading, and orders for insurance, we shall, on the other hand, expect the same indulgence from our friends and correspondents.

We are extremely desirous of rendering our correspondence mutually advantageous, as the only means of placing it on a solid and permanent basis; and this, be assured, will be our constant aim.

Requesting your attention to our respective signatures at foot, we subscribe ourselves, with great truth,

Gentlemen, your faithful servants,
Harrison, Wilson & Co.

Signature of

Benj. Harrison, *Harrison, Wilson & Co.*

Alex. Wilson, *Harrison, Wilson and Co.*

Thos. March, *HARRISON, WILSON & CO.*

For extending business operations between individuals and firms, the letter of introduction served as an important per-

sonal medium, especially as the means of communication and of transportation were slow and uncertain. This importance undoubtedly accounts in large part for the frequency with which this type of letter was employed.

Courteous in tone and specific in statement, this well-written introduction could, except for a few dated expressions, serve quite satisfactorily today's business demands. It shows good reader adaptation and is free from needless exaggeration:

Hamburgh, 15th April, 1860.

H. Edwards, Esq., London.

Sir,—We recommend to your particular favor and attention the bearer, Mr. Fred Schmidt, eldest son of Mr. Augustus Schmidt, of the highly respectable house of Schmidt and Meyer, of this city.

Our esteemed young friend is about to visit France by way of London, on business for the house; we therefore request you, most urgently, to afford him your advice and assistance, and to render his stay in your metropolis as agreeable as possible. He is clever, steady, and unassuming, and we are convinced that on a near acquaintance he will prove himself deserving of your esteem and good will.

Command us freely in similar cases, and be assured that we will use our best endeavours to do justice to your introductions. We are, &c.

SCHNEIDER & CO.

Much more original in thought and



"You mean I gotta do my work WELL to get a raise? I thought there'd be a catch somewhere!"

content than similar letters already analyzed, the many specimens in Anderson's text constitute courteous, well-written messages. The tone of these letters is, almost without exception, one of respect and deference. Their clearness and conciseness must have saved the correspondence clerks and their masters considerable time and effort. Undoubtedly, the high quality of these letters is to no small extent responsible for the popularity that this text enjoyed.

The glossary of "Mercantile Technicalities" brings detailed definitions of commercial, legal, and marine terms. While these expressions undoubtedly originated in England, they were used wherever the English language served in world-wide commerce. Owing to space limitations, only a few of the most interesting technicalities are quoted below:

Adventure.—A commercial operation or speculation, entered into by a merchant for his own account, or on joint account with another, consisting, usually, of the import or export of goods.

Deviation.—In marine assurances, a wilful departure from the regular course of voyage, by which the policy is vitiated.

Execution.—The process of seizing a person's goods by a sheriff's officer.

Freight.—The cargo of a vessel; the sum paid for the hire of it; the rate paid per ton, per last, etc.

Garbling.—The picking out the worst of any commodity.

Husbandage.—An allowance made to the husband or managing owner of a ship.

Letters of Marque.—are issued by a government, in time of war, to private individuals, to authorize the capture of the enemy's ships.

Parsel.—Among merchants, signifies a lot of goods purchased at one time and one price.

Prompt.—The credit or time allowed for the payment of a parcel of goods.

Usance.—There is, in every commercial city, an established custom, in regard to the number of days or months at which foreign bills of exchange are drawn; this is termed the usance of that place. Usances vary from fourteen days after date to six months after sight.

Some interesting changes in letter-writing procedure appear in the text *Penmanship, with Directions for Letter Writing*, published in 1862 by H. W. Ellsworth, a teacher in the public schools of New York.

"Custom," this author declares, "favors placing both name and address (of

the person written to) at the head of the letter instead of at the closing, as was done formerly." The latter custom denoted special respect being paid the addressee, as in a letter of application.

"A business letter," Ellsworth comments, "should never occupy more than the first page of the sheet, except in rare cases. . . . The use of the half sheet is not improper. . . ."

Then follow practical suggestions concerning the envelope address: "The superscription on the envelope is commenced a little above the middle and to the left of the centre of the envelope. Since most persons at this day (1862) have their names, and frequently their cards (i.e., their return addresses), printed on the envelope, it is unnecessary to precede the inside address with the signer's name and address" (i.e., with the heading).

Brevity and clearness are considered the essential qualities of an effective business letter. Moreover, "every change in subject should be indicated by a new paragraph to the left of the middle of the sheet, and about an inch further to the right than the other lines. . . . The opening paragraph should always be short and should, if possible, unfold the subject of the letter. If it is a reply, it should announce the receipt and the date of the letter which it answers, and should give a brief statement of the subject matter, thus: Your favor of the 4th inst., relating to the purchase of an Invoice of Stationery, is received."

The following application letter is representative of the models that Ellsworth's text provides:

Answer to Advertisement

New York, Nov. 1, 1863.

"H.W.E." Box 1352 Post Office New York.

SIR:

I observe in this morning's Times that you advertise for a clerk, and desiring a situation in that capacity, take the liberty to reply.

I have been engaged in business in this city for several years, and trust I possess the experience, and other qualifications you desire.

For information respecting my character and ability, I would refer you to Messrs. Clafin, Mellen & Co., who can speak from a long and intimate personal acquaintance.

Should you desire an interview, a note addressed to "W. W. Olcott, 131 Irving Place," will receive prompt attention.

A modern note is sounded by Frost's *Original Letter Writer*, published in 1867 in New York by Dick & Fitzgerald, when it states that "business letters should carefully exclude all personal matters, as the time of a businessman is valuable, and in his counting-house he has none to spare for unnecessary letter-writing." One of the characteristics of the early business letter is that it was not only personal in tone, but personal in content. The book stresses also the use of clearness and brevity in the business letter, as well as the avoidance of all flourishes either in language or in penmanship. "The most important point in all business letters is a perfect clearness of expression, that the most stupid of clerks may be able to fulfill your request without fear of an error."

Recommendations, Frost tells us, should be "severely truthful. . . . It is a mistaken kindness to gloss over faults in such letters, as you injure your own character for veracity, and do a great injustice to the person to whom the letter is presented."

In form and in language the illustrative letters furnished by Frost do not differ appreciably from earlier letters, except that some of them show more paragraphing, as does the following application:

No. 274 First St., Philadelphia,
March 30th, 1865.

Messrs. Walker, Pruit & Co.:

Gentlemen,—In reply to your advertisement in to-day's Ledger for a clerk competent to take charge of a set of books, and conversant with the forms of mercantile correspondence, I beg to offer my services to your firm.

I have been in the employ of Mr. L. G. Simons for the past five years, but about two months ago he informed me of his desire to take his son into his counting-house, and dispense with the services of one clerk.

He permits me to refer to him for any testimonial of character or ability which you may require.

Should you find my application meets your views, believe me, that it will be my constant endeavor to fulfill faithfully and punctually the duties required.

I have, gentlemen, the honor to be,

Your's very respectfully,

An amusing note occurs in another application letter in which the writer relates her experience in this manner: "I stood in the store of Mr. James Holdfast, retail dry goods dealer, about five years ago, but left to take in plain sewing."

Clearly indicative of the emergence of the business letter from the stilted, formal tone of early social and semicommercial correspondence is the advice offered by Webster in *Business Man or Counting-House Correspondence—containing plain practical directions for carrying on every kind of commercial and banking business*. Published in 1871 in New York, this book is devoted entirely to business correspondence.

"The cardinal characteristics of a commercial style," according to Webster, "are neatness and perspicuity. . . . Brevity in correspondence is particularly desirable. A commercial letter should treat concerning business, and no other matters. Even the familiar interchange of friendly congratulations is held to be out of place in a commercial epistle. . . . Attempts at humor are to be avoided as entirely irrelevant. . . . Any attempt at a florid style in a mercantile letter should be avoided as well as any approach towards familiarity or personality."

Despite the foregoing quoted instructions, the style of the letters appearing in this book is stiff and roundabout—like that found in the early model letter writers. The writing is wordy and repetitious; the sentences long and involved; the tone lacking the "you" (reader) element. Moreover, there is as yet no careful division of the letter into beginning, middle, and end—with the consequent utilization of these principal parts for specific purposes. In point of fact, many of the letters appearing in this seventy-six-year-old volume are poorly paragraphed—consisting of single paragraphs—despite the author's statement that *every* business letter should be "suitably divided into paragraphs."

(Continued Next Month)

Motivation in Typing

without the sting of failure

■ MINDA S. ROTHROCK
King's Business College
Charlotte, North Carolina

WE WANTED to get rid of that feeling of "Oh, how I hate to type drills" that business-college—and perhaps high school—students often have. And that was the start of our system of "Keyboard Clubs" for spectacular mass motivation of our typing classes.

First of all, we organized our typing students into honorary clubs—

All beginners	"Beginners Club"
30 net w.a.m. group	"Trying Club"
40 net w.a.m. group	"Progressive Club"
50 net w.a.m. group	"Excellent Club"
60 net w.a.m. group	"Superexcellent Club"

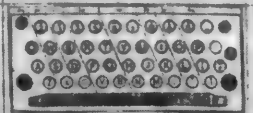
Membership was determined by achievement on 10-minute timings.

To make membership in higher groups desirable, we prepared four handpainted plaques, one for each of the first three clubs and one for the last two groups combined. The plaques measured 14 by 16 inches, and each contained a scroll on which the names of all students in a particular club could be easily placed as they progressed. By adding such decorative notes as attractive colors and cartoons, we put both spirit and pleasure into the motivation plan.

Effective? It certainly was! In the first *three months* of the program, our 150 beginners achieved as follows: 20 per cent advanced to the Trying Club; 30 per cent advanced to the Progressive Club; and 35 per cent advanced to the Excellent Club or Superexcellent Club.

Advantages? Student effort is rewarded in an exciting manner—without spotlighting the lack of success of the weaker students; furthermore, students *want* to practice, to preview, to try on their typing exercises.

KING'S



CLUB



Alexander, Claude
Bair, Harold
Benton, Jane
Benton, Wm. D.
Biles, Harry
Bjork, P. J.
Bostan, James
Bresley, James
Brown, Wm. A.
Cahoy, Ruby
Crisp, Marie
Carpenter, John
Courtney, Dwight
Davis, Joyce
Datta, Walter
Eller, Byron
Eller, Joseph
Francis, Molly
Ferguson, Charles
Garrett, Alice
Gardner, Harold
Gladwin, Elaine
Gaskins, Royce
Harris, Jack
Huffman, Ernest
Harper, Rex
Hayes, Raymond
Helen, Richard
Helen, Helen
Hess, Lila Mae
Hinton, Otto

James, Joel
Jehanna, Earl
Lemon, James
Loggins, Verna
Long, Fred
Marr, Leonard
Miller, Florence
Morrison, Betty
Moss, Edward Ray
Moss, Eric
Moss, Rose
Nance, Kathleen
Pace, Carol
Price, Artie
Rippe, Ruby
Rush, Bill
Saffitt, Fred
Sargent, Floyd
Smith, Ruth
Snipes, J. E.
Sulley, Ernest
Sullivan, D. C.
Starnes, Josephine
Thurst, Jack
Thayer, Matt
Violette, Stanley
Wilson, Marie
Williamson, Ray
Williams, Gladys
Williams, Joe

*Advanced one club during previous week.

Raeel Lee 60 wpm
Lucille Brooks 60 wpm
Gervase Stallings 60 wpm
Colt Harris 61 wpm
Willie Hall 62 wpm
Helen Peters 62 wpm
Dorothy Harwood 63 wpm
C. W. Byrd 63 wpm
Dorothy Fields 64 wpm
V. L. Sanford 64 wpm
Ruth Smith 64 wpm
Helen Hall 65 wpm
Margaret Cain 65 wpm
Lillian Martin 65 wpm
Clyde Estman 66 wpm
Sam Kelly 68 wpm
Betty Pitt 70 wpm
Wanda Craig 77 wpm

EXCELLENT

SUPER-EXCELLENT



KING'S



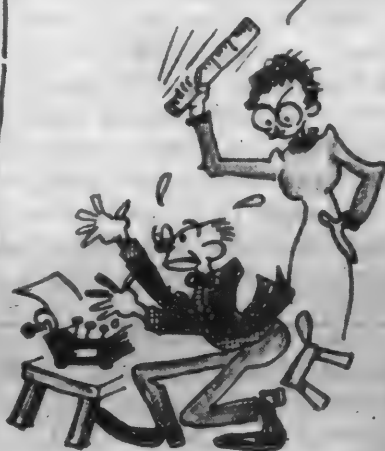
CLUB



Adams, William
Alexander, Marie
Briddle, L. H.
Bauer, Martha
Baker, Donald
Britt, Ruby
Benson, Robert
Berlin, Albert
Berkley, Raymond
Blackwelder, Paul
Cassidy, Albin
Goodman, Mary
Griffin, Joe
Hearne, William
Hester, Robert
Hoy, William
Kiker, Helen
Little, Pauline
Love, Russell

McConnell, Joel
Mills, George
Morrison, John
Navy, Edgar
Orr, Madeline
Owens, Kenneth
Parker, Ima
Plimpton, Mary
Roe, Elsie
Singleton, Darrell
Thompson, E. H.
Tolles, John
Tucker, Violet
Walker, Donald
Wilson, Howard
Williamson, Harvey
Whitman, George
White, J. Alex

YOU'RE GOIN' TO
HIT 20 BY NOON,
OR WE'LL BE HERE
ALL NITE!



BEGINNERS

IT'S FUN to teach Basic Business. I know, for I have fun

teaching it. What is fun? When are you entertained, happy, pleased, contented, and comforted? When do any of us have the best time? Let's analyze the word *fun*.

One requisite is *diversion*. We have a really good time when we break free from routine. Think of your college days; what was the No. 1 high light—something unusual? A memorable diversion of mine was tobogganning from the top of the slide, flashing down the sharp descent, flying across the snow, finally slowing to a stop on the ice of the lake. Certainly diverting! Do you recall your own high school days? Do students enjoy your class the way you used to enjoy your favorite course? Do you plan for class diversion? One can, you know—in Basic Business.

In Basic Business you break away from the routine of drills, of question-and-answer periods, go exploring among hundreds of worth-while activities based on reading, writing, speaking, seeing, listening, thinking, collecting, and investigating. Under your guidance, for example, your pupils may imitate almost any radio program—a "Can You Top This?" show, for which pupils collect stories of frauds and swindles, serves both as a warning and as a first-class diversion. The variety of *doings* is endless: to illustrate inflation and deflation, your pupils can fill an imaginary market basket with the price of its contents as compiled both years ago and today by the Bureau of Labor Statistics. Or they can design a pictorial graph on a chart or on the blackboard, to show that the basket of groceries that cost \$3 in 1932 now costs about \$9. Collecting facts, whether for discussion or a graph,

.....

■ *This contribution is the first-place winner in the Basic-Business Division of the B.E.W.'s What Is Your Favorite Subject? contest.*

Basic Business Is My Favorite Subject

is diversion from traditional class procedure. It is also meaningful activity.

ANOTHER synonym for *fun* is *amusement*. What is amusing, delightful, interesting? Why do pupils who can rattle off the words of innumerable popular songs forget the different kinds of automobile insurance? Why can a girl knit the intricate pattern of argyle socks? A student learns easily when he is interested and amused; and Basic Business is a subject in which it is easy to keep students—and yourself—amused.

Doubtful? Well, for amusement, but still good teaching, show the movie, "Three to Be Served," featuring high school pupils in business serving labor, investor, and consumer by making garden sprays. Or exhibit the new film, "Sharing Economic Risks," which tells about the boy whose bicycle is stolen, how he recovers his financial loss, and how he learns about other kinds of insurance. The recording, "The Joneses Join Their Neighbors," is an argument between Mr. and Mrs. Jones about the advantages and disadvantages of co-operatives.

There are many such audio and visual aids to entertain the Basic-Business class, and the facts and concepts learned by their use lead me to say, "It's fun to teach a subject when pupils are amused."

FUN is *recreation*, too. The best recreation is the kind that rekindles the whole person. Reading can be good recreation, stimulating the mind; sports can be exciting, for physical prowess is exhibited; card games may give emotional satisfaction—if Lady Luck makes you the winner. However, when an activity uses the whole person, mentally, physically, and emotionally the recreation is really satisfying.

In Basic Business the greater opportunity of expression in classroom and



GLADYS BAHR
Withrow High School
Cincinnati, Ohio

read materials other than his text, may outline references, may

prepare a bibliography, may collect business forms and advertisements, may visit business houses, and/or may talk to relatives and friends about credit and write up these contacts. It is obvious that such activity needs the whole person—mentally, physically, and emotionally.

After a week or so of preparation, each committee gives its oral report, devoting most or all of a class period to informing other members about its findings. These reports vary as to form: panels, debates, dramatizations, imitations of radio programs, and so on. The students often need and provide charts, tests, and duplicated material, to emphasize important facts and concepts. Working on a committee fosters co-operation, participation, and originality. Pupils become enthused—recreated—when they find that they are responsible for the lesson, for they get not only a grade reward for their individual accomplishments, but also a sense of accomplishment and gratification.

community activities provides for physical and emotional outlets in addition to the mental—few other subjects “can make that claim”!

Take my favorite method, the use of class committees; their activities really recreate a class. Whatever the unit to be studied, it is sure to contain divisions. I let each pupil choose the committee in which he is interested. Each committee selects a chairman. I usually require two reports: one, an individual file or notebook for each pupil; and the other, an oral report given by the entire committee.

As an example, in studying “consumer credit,” seven committees can be formed in the average class; each to deal with one of these topics: (1) charge accounts, (2) installment sales, (3) borrowing from banks, (4) borrowing from small loan companies, (5) borrowing from credit unions, (6) borrowing from pawnbrokers, and (7) borrowing from unlicensed lenders. Each member of the class may, in order to complete his individual file,

WHEN the pupil is *diverted* from routine, is *amused*, and is *recreated*, he is having fun, not the gaiety and mirth of hilarious parties, but a pleasant comfort in learning. That is what makes Basic Business so grand to teach.

When students enjoy your class, you, too, have fun. *You* are amused, diverted, and recreated. You do more work behind the scenes, planning weeks ahead, meeting with committees, and so on, it is true; but during class time the diversions and amusements I have described, as well as countless others, do much of the teaching. Basic Business is a course in which pupils can and do “learn by doing.” The teacher is an adviser, not a taskmaster; he is a leader. He has time in class to watch—to *see*—his learners grow mentally, physically, and emotionally.

Yes, it’s fun to teach Basic Business, and that is why it is my favorite subject.

A Project for Making Teachers Practical

THERE was no doubt about it: Miss Gowder knew her stuff! She was thoroughly grounded in her subject—geometry! That was just the trouble—she *was* grounded! She oozed theorems and corollaries. She ate, drank, and breathed hexagons, q.e.d.'s, and congruent triangles. She used the very latest methods of presenting the subject matter; in fact, she was so up to date in her techniques that she adopted a new plan of attack almost before the ink dried in the magazines she read.

When we finished the course in Miss Gowder's class, we knew our geometry! We could bisect an angle and find the area of a triangle and perform many other feats of geometric skill. Yet, somehow, we always remembered Miss Gowder with a weary sigh, the sort of sigh one sighs on a particularly rainy day when he wants to go picnicking, even though the morning paper says rain is "needed."

The catch was that Miss Gowder forgot to show us that geometry is related to everyday living—that when an engineer builds a bridge or a housewife plans a new kitchen or a gardener makes the layout for a rose garden, geometry is useful and living.

Sometimes those of us to whom the training and supervision of business teachers are entrusted are in danger of falling into the same detached, technical efficiency demonstrated by Miss Gowder.

After taking a shorthand methods course, for example, students know how to present a principle and how to conduct the reading part of the recitation. But do they know the nonvocational uses of shorthand? the shorthand demands in the average small town of their state? the problems last year's seniors are encountering in shorthand teaching? what the state supervisor finds

are the most common weaknesses in beginning shorthand teachers? the attitude of the average superintendent toward business education in the high school? the greatest needs in business education in their state?

These and similar knowledge, and the ability to take advantages of such knowledge in teaching, mark the difference between the technician and the effective, realistic shorthand teacher, differences in which department heads are as interested as are teacher-trainers. Teachers need technical training and thorough familiarity with teaching procedures, certainly. But they need more than that if they are to do a superior job of teaching.

The Hamline Project for Teacher-Trainees

We have worked out a plan that gives our future shorthand teachers a realistic picture of "what the good business teacher should know and do" and that provides them with valuable personal experiences. The plan is an integrated series of interview projects. It is suitable for any business methods course or active program of in-service training.

We devote each alternate class session to the study of teaching techniques. Between these sessions our students conduct personal interviews. They interview upperclass business majors, the state supervisor of business education, the city co-ordinator, business and education professors at Hamline and other colleges and universities, office supervisors, private secretaries, small-business men, personnel directors, shorthand teachers in the city schools, alumni in the shorthand teaching field, and others.

This is the way the plan works out: The students prepare a list of prospective interviewees—persons they feel can contribute to their professional growth.

GRACE V. WATKINS

Hamline University
St. Paul, Minnesota

Next the students divide the list, make the first appointments by telephone, and prepare plans for the interview.

Before the first interview, each student comes in for a conference with the methods instructor. We discuss interview techniques and make plans for the particular situation; we talk about how the interviewer should dress, what should be said to the receptionist, how to greet the interviewee, what questions should be asked, the "May I write that down?" technique, how to leave at the correct time, how to express thanks, how to write a thank-you note afterward.

Members of the class are soon off to a flying start. They return brimming with enthusiasm, proud of their achievements, excited over their findings.

After each interview, the trainee reports to the class, writes up his findings, and then duplicates a summary for his classmates' notebooks. By this arrangement, our students have a wealth of practical up-to-date material at hand for reference when they go out to teach.

An Example of an Interview Report

Here is one example of a digest of one interview:

I interviewed Mr. Lehto, the city co-ordinator. I thought it was a very interesting experience, and I enjoyed it very much. I write my summary here in question-and-answer form:

Q How long has your office been in existence?

A Since August 25, 1947; so it is really a very new office.

Q What made it necessary to have such an office?

A Our office handles vocational evening classes for adult workers and on-the-job training for veterans. There is a definite trend toward adult education now, and this necessitates an evening school. Never before has such an evening program been offered in our city.

Q What is the most popular business training in our local high schools?

A Typing leads the way. Business Relations and Occupations follows, then comes Bookkeeping, and then Shorthand.

Q How many commercial teachers are there in Minnesota schools today?

A There were 638 in 1946 and 1947.

Q What are the probable future developments in commercial education?

A Much more training in Distributive Occupations and Retailing.

Q What are the greatest weaknesses you have observed in beginning business teachers?

A They lack practical experience in the field of their specializations. Business teachers should have experience working in business. Teachers often lack an adequate philosophy of education or a definite set of objectives, or they may not make objectives clear to students.

Project Brings Its Profit

Aside from the abundance of valuable information the teachers-to-be assemble through their interviews, what are the benefits? Well, there are at least these five outstanding contributions:

1. Experience in arranging, conducting, and reporting an interview.

2. An expanded picture of the business world and the part that the successful business teacher should play.

3. Realization of the necessity of co-operation between the business teacher and the businessman in the training program for young people.

4. A realistic attitude toward relative emphases in business teaching.

5. Formation of the habit of keeping up on the latest trends—some more recent even than found in the best books.

Try the plan with your students! They will find, as did ours, that they will be received with graciousness, courtesy, interest, and co-operation.

■ Miss Watkins describes a project for making young teacher trainees alert to practical, professional problems. Although she reports on use of this project in a methods course, the idea is suitable for any program of in-service training.



Typewriter of the experts

THE real "professionals"—court stenographers and letter shops, for instance—long ago recognized the outstanding speed and stamina of Smith-Corona. It does a world of work with a minimum of effort...it stands up...it has every typing feature you need. Particularly, you'll enjoy its different touch, so easy and free

from jar and shock. When you "graduate" to Smith-Corona, you'll use "the typewriter of the experts"—and you'll love it!



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The BUSINESS EDUCATION World

TEACHERS'

SERVICE DEPARTMENT

Increase the Output of Mailable Material!

■ MARGARET FORCHT ROWE
Howe High School
Indianapolis, Indiana

ONCE any goal is reached, it should be replaced by another! Transcription certificates indicate the speed with which mailable material is produced. Once a pupil finds he can produce acceptable work within the minimum time allotment, he should switch his emphasis to increased speed of output. This, then, is his new goal in the transcription field.

Like a coach with a winning team, the teacher needs to suggest refinements of techniques, efficiency in handling materials, short cuts, and other items that will be helpful to the pupil in cutting down his transcription time. Perhaps these will be simply reminders, but they will be helpful!

Presenting the Project

If you use a "TP" (Transcription Project) for a pleasant variant in regular secretarial teaching materials, you can, of course, make whatever use of it you wish. If you wish to use this month's or any month's TP as a basis for winning those desirable and highly motivating certificates,¹ however, we must ask you to observe the following procedure very closely.

¹ Three certificates are available; so you can work out a continuing plan for motivating your classes. The Junior Certificate of Transcription Proficiency is awarded to those who transcribe the entire project at a minimum rate of 10 words a minute; the Senior certificate, at a minimum rate of 15 words a minute; and the Superior certificate, at a minimum rate of 25 words a minute. The total number of words in the project (360 this month) divided by the exact number of minutes required for the transcription, including time for assembling papers, carbons, and so on, gives the rate. These rates are harder to achieve than one would expect, and the certificates certify genuine skill.

Step 1. Duplicate, write on the board, or dictate the following information for the students:

To: Students in (Course Designation)

From: (Instructor's name)

Subject: Special Transcription Project

Assume that you work for E. J. Dobbs, Director of Research for the Phenophorm Chemical Company. Charles M. Miller is your sales representative in Omaha, Nebraska. Mr. Dobbs has received a letter of inquiry from John Rogge, 4887 Elm Street, Lincoln, Nebraska, as follows:

"I am very much interested in ascertaining whether your product, 'Resonum,' can be adapted to a research problem I am undertaking on a plant extract.

"It is my belief that it would be worth while to at least try it for the isolation of a specific plant constituent.

"Will you please send me a sample of 'Resonum' sufficient to handle one liter and a half of an aqueous extract? Very truly yours."

Mr. Dobbs calls you for dictation. He dictates an answering letter to Mr. Rogge, two interoffice memorandums, and a questionnaire blank. You are to type the interoffice memorandums in a form similar to this memorandum to you. The questionnaire may be typed on a sheet of plain white paper.

You will need these supplies: (a) one (any kind) letterhead; (b) two memorandum letterheads or two sheets of plain white paper for interoffice memos; (c) one sheet of plain white paper for questionnaire blank; (d) two sheets of carbon paper; and (e) four other sheets of paper for the various carbon copies you will be directed to make.

As Mr. Dobbs dictates to you, he changes his wording from time to time; you are to be sure that your transcript is exactly as he wants it. Mr. Dobbs sometimes makes a slip in grammar, too; and he expects you to correct any such error when you transcribe his material.

Step 2. After ascertaining that the students have the supplies enumerated above and that they understand the instructions, dictate the following material. You may dictate at any rate you wish, but the dictation should be at a pace near that observed in other dictation you have recently been giving the students; this test is one of transcription, you see, not of shorthand-recording skill. Indicate the changes² by your voice inflection—not always are the changes indicated by such expressions as “Change that” or “No.”

Note: In this copy, the italicized portions indicate words that you say but that the students do not transcribe. When correcting the transcripts later, you need read only the nonitalicized portion. Dictate every word given here.

Take a letter to Rogge. Thank you for your inquiry regarding Resonum. Paragraph. We are forwarding the sample you requested and hope that it will be—delete that sentence. Because you did not say whether your extract were³ acid or base, we are sending you one pound each of Resonum 15 and Resonum 23. The first is adaptable to acid extracts, and the second to base extracts. Paragraph. Mr. Miller (get his complete name), our sales representative in Omaha, will be in your city about January 20. We are asking⁴ him to call on you. He has had wide experience in the various uses of Resonum, and we feel sure that he will be able to help you with your problem. Very truly yours. Oh, yes, make a carbon of that for Miller.

Now a memo to Miller in Omaha. Don't forget to get his name! We have received an inquiry from John Rogge, 4887 Elm Street, Lincoln, regarding the use of Resonum for separating plant elements. Paragraph. Copy second paragraph of our letter to Rogge, changing words “you” and “your” to “he” and “his.” Paragraph. Will you please contact—change that. Since you will be in this territory in January, please contact this research worker and learn as much as you can of his proposed use of Resonum. Take with you our questionnaire (dash) copy of which is enclosed (dash) and leave it with him. Paragraph. We are forwarding to you 1/2 pound⁴ of Resonum 61, which can be used with both acid and base extracts. Inform Mr. Rogge of the time he might save by using this (comma) our most recent product. Insert this before that last sentence: This has just been released by our research laboratory. We have available only a few samples for distribution at this time.

² was

³ To teacher: Enunciate the 1/2 pound carefully and positively.

⁴ 1/2 pound.

Type up this questionnaire blank for Rogge. Space it out adequately, and make one carbon. On the first line provide for the Name, Address, Date. The next item is Nature of Project. Leave plenty of space after each of these items. Did you find this sample pure enough for your use? Was the amount received sufficient for your experiment? Can you foresee the use of our product on a production basis?

Memorandum to Shipping Department. Prepare and label 1 pound each of Resonum 15 and Resonum 23. Send these to John Rogge, 4887 Elm Street, Lincoln, Nebraska. Paragraph. Also, send one pound⁴ of Resonum 61, properly labeled, to (so and so) Miller, our representative, in Omaha.

Step 3. Without giving the students any assistance, time their transcription. As each student completes his transcripts—the letter, two memos, and the questionnaire—tell him how many minutes he has taken and direct him to write the number of minutes on the reverse side of the questionnaire.

Step 4. When all students have completed the test, correct the papers by reading the nonitalicized type given in the test take.

Step 5. Select all the sets of transcripts that are completely mailable (no misspellings, untidy erasures, uncorrected typographical errors, serious deviation in wording, or poor placement) and send them to the Business Education World Teachers Service Department, 270 Madison Avenue, New York 16, for certification. Staple the pages of each set of transcripts (originals only) together, with the questionnaire on top, in reverse. Show the student's name, rate, certificate he has earned, and name and address of the school on the reverse side of the questionnaire. With the packet of transcripts (please, not less than five sets) send also 10 cents by money order, school check, or B.E.W. stamps for each student's set of transcripts, to cover in part the cost of printing, mailing, and judging; and a covering letter that summarizes the names of the participants and the speeds of their transcription.

Step 6. Stand by for celebration! Within a few days you will receive the approval.

(Continued on page 308)

This Month's WWT

HERE is another World's Worst Transcript so full of errors that your students will deserve the certificates they earn.

NORTH-STAR PUBLISHING COMPANY

280 Lexington Avenue
New York 16, New York

January 24th, 1948 1

Dr. Clarence T. Browne 2
5000 Monroe Ave. 3
Harrisburgh, Pennsylvania 4

Dear Dr. Brown, 5

As the publishers of your book; we are taking your advise 6
not to re-print the third edition until we recieve corrextions 7
for you. I do not think holding up this edition will effect 8
our sales in Septembre 9

It was my impression though, that except for the additional 10
of one Chapter, their was no major corrections to be made. If 11
they (the corrections will require a great deal of clerical 12
work we should be glad to putt your office fascilities at our 13
disposal. Please free feel to except this offer, as we want to 14
co-operate with you in everyway we could. 15

Last Week, our purchasing department had a oppertunity to 16
buy a large lott of baautiful cloth at a very attractive prise; 17
and advised us to use it on your 3d edition. By useing as 18
much of this cloth as we need to bind the 40,000 copys of the 19
3d edition, we can use the access on several miner books that 20
is now in preperation. As the use of this knew cloth would 21
effect a large-saving in the production of the book without af- 22
fecting it's appearance an durability we should like you perm- 23
ission to make this chance. 24

The future of you're books looks very brite. The sales 25
manager tells me the books' selling with little effort on the 26
part of the sails forse. 27

Yours Truly, 28

NORTH STAR PUBLISHING COMPANY 29

WWT; dej Edward W. Fowler, General Editor 30

.....
on "Par" for a "junior" certificate is 53 You may duplicate copies of this WWT
ent errors found; for a "senior" certificate, for classroom use or obtain reprints from
ary 61; for a "superior" certificate, 68. The the B.E.W. at 3 cents each. You and
key is given on page 317. your students will enjoy this "game."

priate certificate for each student whose work has met the standards enumerated above—and what a proud, exciting day that will be!

Last Reminder. There is no dead line for submitting the transcripts, You may

use the projects any time this school year, provided only that the material is new to the students at the time you dictate it. And remember, send us only the original copies—no carbon copies or notes. Use first-class mail or express in shipping the papers.

-
- *All your bookkeeping students can earn attractive certificates of achievement for their solutions of this contest problem. Some may win cash prizes!*

January Bookkeeping Awards Contest

■ MILTON BRIGGS
Senior High School
New Bedford, Massachusetts

Contest Closes
February 12

LESSON plans in bookkeeping must always be alive, subject from time to time to adjustments and additions. The BUSINESS EDUCATION WORLD's monthly contest and awards plan is something that will add life and zest to your bookkeeping lesson plans. Prove to yourself the value of this contest and the awards by having your students solve this month's problem. Then send their papers for appraisal and certification to our impartial board of judges in New York

City. The judges will send attractive two-color certificates of achievement to all students who submit satisfactory papers, with cash prizes for the best papers; they will offer criticisms of all papers below business standards.

This contest problem may be assigned for homework, for extra credit, or for a club activity. Students have a choice of three assignments, as indicated below, and may earn either of or all the three different certificates of achievement.

Rules for Monthly Bookkeeping Contests

1. **AWARDS.** First prize in each division, \$3; second prize, \$2; honorable mention, a Scholastic Achievement Certificate suitable for framing; every satisfactory solution, the appropriate Junior, Senior, or Superior two-color Certificate of Achievement.

2. **CLOSING DATE.** Second Friday of month following publication (example: second Friday in February for January contest).

3. **MAILING.** Send solutions (not less than five) via express or first-class mail to the B.E.W. Awards Department, 270 Madison Avenue, New York 16, New York.

4. **IDENTIFICATION.** Identify each paper with the student's name, name of school, address of school, and teacher's name in full in the upper right-hand corner. Send

a typed list in duplicate of the names of students whose papers are submitted. Place *A* after name if Junior Certificate is to be awarded, *B* to indicate a Senior Certificate, and *C* to indicate a Superior Certificate. Certificates *must* be earned in order.

5. **FEE.** Remit 10 cents for each paper, to cover in part the costs of examination, printing, and mailing.

6. **JUDGES.** Milton Briggs, Claudia Garvey.

7. **O.B.E. CHARTER.** A charter for a chapter of the Order of Business Efficiency will be issued on request to a school when ten or more students have won senior B.E.W. certificates.

8. **NOTE:** Special rules apply to the annual (February) International Contest.

General
Instructions

Please read the following introductory paragraphs to your students: For the purposes of this contest, assume that you are employed as bookkeeper for Home Plate. Home Plate is an eating place near the campus of Cathedral College and caters to the tastes of the college students and faculty. Selma Servais, the proprietor of Home Plate, asks you to prepare financial statements of the condition of her business. You will be given trial-balance figures and adjustments, and your choice of three assignments.

(TEACHERS: Dictate, duplicate, or write on the blackboard the account titles and figures shown in the adjacent box.)

Equipment	\$15,702.26
Reserve for Depreciation of Equipment	3,580.06
Taxes	256.04
Supplies on Hand	996.58
Notes Payable	2,700.00
Selma Servais, Drawing (Debit)	2,548.77
Food Sales	22,335.07
Advertising	110.00
Pay Roll	4,815.85
Cash	3,329.67
Land	2,000.00
Insurance Prepaid	344.00
Selma Servais, Capital	15,890.61
Food Purchases	9,742.82
Food Inventory (January 1, 1948)	779.95
Building	7,800.00
Reserve for Depreciation of Building	2,000.00
Accounts Payable	2,840.88
Heat, Light, and Power	920.68

Directions for Students

Assignment A. To earn a Junior Certificate of Achievement, prepare a trial balance from the account titles and figures given. Arrange accounts in order according to classification: Assets, Liabilities, Proprietorship, Income, Cost, and Expenses. List the four expense accounts alphabetically. Use pen and ink and journal paper, or white paper properly ruled. The figures given are as at the close of the one-year fiscal period, December 31, 1948.

Assignment B. To earn a Senior Certificate of Achievement, prepare a ten-column work sheet from the trial-balance figures given and the following adjustments:

Food Purchases	\$779.95	
Food Inventory		\$779.95
Food Inventory	402.96	
Food Purchases		402.96
Taxes	331.74	
Taxes Payable		331.74
Interest Expense	135.00	
Interest Payable		135.00
Insurance Expired	112.50	
Insurance Prepaid		112.50
Supplies Used	436.09	
Supplies on Hand		436.09
Depreciation of Equipment ..	1,570.23	
Reserve for Depreciation of Equipment		1,570.23
Depreciation of Building ..	234.00	
Reserve for Depreciation of Building		234.00

You may use either pencil or pen and ink in preparing your work sheet.

Assignment C. To earn the hard-to-get Superior Certificate of Achievement, first complete Assignment B. Then, from your work sheet prepare a Profit and Loss Statement covering the year ended December 31, 1948. Use pen and ink. Submit only your Profit and Loss Statement for certification; you need not send your work sheet if you are applying for only the Superior Certificate.

Tips for Teachers Only

The correct total for the trial balance for the January contest problem is \$49,346.62. The correct net profit for the year for Home Plate is \$3,293.13: Operating expenses (to be listed in the Profit and Loss Statement) are: Advertising, \$110; Depreciation of Building, \$234; Depreciation of Equipment, \$1,570.23; Heat, Light, Power, \$920.68; Insurance Expired, \$112.50; Interest Expense, \$135 (may be shown as a nonoperating expense); Pay Roll, \$4,815.85; Supplies Used, \$436.09; Taxes, \$587.78.

Your students are sure to be interested in the Business Education World's Twelfth Annual International Bookkeeping Contest. See pages 280-281.

■ THE GREGG WRITER DICTATION MATERIAL

Treasure-Trove

From "Page Mr. Tutt," by

ARTHUR TRAIN

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PART V

AN HOUR LATER Mr. Tutt and Len emerged from the squire's office with a quitclaim deed over Mason's signature to the Crandall farm, and leaving behind them an assignment of whatever interest Len might have acquired in certain five bonds of the Beech Creek & Mohawk Valley Railroad Company as the finder thereof.

"Now, Len," was the old man's parting admonition to his bewildered client, "I've ordered the sheriff to be at your house at seven o'clock tomorrow morning to take you over to Felchville. Pick up the county clerk on your way to the court house—drag him out of bed and kidnap him, if necessary—take him along with you and record that deed as soon as the office opens at nine o'clock—unless you want to lose your farm!—And then go home and get in your hay!—And," he added half to himself, "don't think too hardly of Old Man Tutt!—Good night."

Two transactions were promptly executed as the clock struck nine the following morning. Squire Mason appeared at the Pottsville National Bank, and presented his assignment from Crandall, and received immediate delivery of the bonds; while Len, seventeen miles away at Felchville, simultaneously recorded his deed to the ancestral farm.

AND SO LEN CRANDALL, on the advice of that foolish old lawyer Ephraim Tutt, sold his birthright to Squire Mason for a mess of potage and went back to the home of his ancestors and got in his hay. Save for an occasional thought that possibly the squire had put something over on Old Man Tutt, everything seemed to be going well for Len, since his new friend had offered to lend him the money to build his filling station and the Brotherhood of Abyssinian Mysteries had elected him a regular member. It was on the occasion of his being "raised" to the elevated status of a Sacred Camel of King Menelik that the unseemly incident occurred that put the final kibosh upon the reputation of Squire Mason.

"Wherefore now I, as Grand Past Master and Supreme High and Exalted Patriarch," intoned Mr. Tutt, tapping the kneeling Len gently upon the cranium with his mace, "wherefore now do I—um—where's that confounded ritual, Mose?—now hereby declare you to be a duly elected and installed brother of the Purple

Mountains of Abyssinia and one of the Herd of Sacred Camels of our Beloved King Menelik—and—um—entitled to all the privileges appertaining thereto—including that of paying two dollars per annum to Grand Exalted and Supreme Keeper of Wampum Meachem! Rise, O Sacred Camel—my brother!"

It was just then that the terrible thing happened. The lodge door burst violently open and in the aperture appeared the flushed face of Squire Mason, struggling with Grand Supreme and Exalted Master of Arms Gookin.

"All this flap-doodle's nothin' to me!" he yelled. "I want my money—two thousand dollars that Crandall and Old Man Tutt swindled me out of!—I see you!—spite of all those fol-de-rols!"

He sprang into the hall, while the assembled Camels gaped in horror at his sacrilege.

"Those bonds weren't worth a cent! You knew it all the time!—But I'll have the law on ye! I've got a writ here in my pocket to serve on Len Crandall—Camel or no Camel!—I call on you, Mose Higgins, as sheriff of Somerset County—"

Mr. Tutt raised his mace.

"I command you!" he cried, and his wrinkled face wore a look of outraged dignity that would have done credit to a Richelieu, "In the name of King Menelik and the Brotherhood of Abyssinian Mysteries, I command you to be silent and to leave these sacred precincts."

"Not till I've served my papers!" roared Mason.

"—Or in default thereof to receive the just treatment accorded by good and true Camels to all trespassers, crooks, knaves, and rascals—whenever we can find 'em!"

"Out with him, boys!" shouted Mose Higgins purely in his individual capacity and not as sheriff.—"Let him have it!"

And automatically the meeting resolved itself into a flying wedge composed of Sacred Camels, with Len Crandall at its apex, which hurled itself at the unfortunate object of Mr. Tutt's anathema, drove him through the open door, and lifted him bodily down the stairs.

ABOVE, in the deserted lodge-room, Mr. Tutt, having shed his regalia, seated himself comfortably upon the throne of Menelik, awaiting their return.

"I hope you weren't too rough with him!" he said sweetly, as they came streaming back.

"We only took him as far as the horse trough!" grinned Len.

"In honor of which event I declare this meeting adjourned," said Mr. Tutt. "Shake!"

"And now, suppose you tell us what it was all about!" requested the sheriff. "What's hit the squire so all of a sudden?"

"I think he must have heard something that disagreed with him!" answered Mr. Tutt. "The fact is that the bonds Len found in that tin can behind the smithy chimney were valueless—they had been cancelled and five others reissued in

their stead to the owner, the National Hide and Leather Bank of Utica. When bonds are lost or stolen, a railroad or other company will, upon the owner's application, affidavit of loss, and the filing of a proper bond, reissue the same bonds. Of course, if the original securities pass into the hands of a *bona fide* purchaser for value, the company must honor them—in which case it will call upon the first owner to indemnify it under the bond, but in this case Squire Mason was not a *bona fide* purchaser for value. He was a mere speculator in what were, in fact, stolen securities, for these five bonds disappeared from the vaults of the bank in 1913 at the same time that their defaulting cashier skipped for Europe just before the war."

"Why didn't you tell us our claims were no good?" inquired "Toggerly Bill" plaintively. "And how did you find out so quick that the bonds had been cancelled?" added Sam Bellows.

Mr. Tutt handed out a fistful of stogies.

"I'm sorry you were disappointed, Bill! But I had no choice. As to the rest, the whole thing was simple enough. Of course if the bonds had been good I would never have let Len part with them, but when I discovered that they were not, I saw a chance to play on Mason's avarice by letting him think that I was uncertain of the law and that he could take advantage of that fact to buy Len out for little or nothing. This I did by my talk in Colson's grocery, which I took pains to see was promptly reported to him. He was so eager to drive his bargain that for the time being he either overlooked or was willing to take a chance on the question of the bonds' validity. Meanwhile I had telephoned their serial numbers to Albany and found out that they had been cancelled and new ones reissued on proof of loss.

"Mason did not have the serial numbers, since the bank would not let him see the bonds, and there was no way—unless he replevined them—for him to find out what they were. He could have done that next day, but he was afraid Len and I might change our minds. So I let him think me a ninny and that he was taking a sharp advantage of my inexperienced client.—Do the Sacred Camels absolve me?"

"We do!" came the chorus.

"Anyhow"—mused "Cy" Pennypacker, "I'm glad I didn't take no stock in that treasure corporation!—I always said findings was keepings."

(The End)

Over Tomorrow's Shoulder

JOHN SASSO

Reprinted from "House Beautiful"

EVERYBODY KNOWS that a sunny window can help warm a room. Can the sun's heat be captured? Researchers think³ so. Solar heat is still under study because it might be used to heat a house in winter and even to cool² it in summer. The basic problems are, first, how to catch the heat, then how to circulate it, and, last, how to store⁴ it.

Here's how they are working at it now. Instead of a sunny window, they are using a shallow box covered⁴ with glass plates that overlap in shingle fashion. The bottom portions of the glass "shingles" are painted black. When the⁵ sun's rays hit the glass, the blackened portion absorbs the heat. Air is circulated through the shallow box, and, as it⁶ passes the blackened portion of the "shingles," it takes out the warmth stored there. The warm air could conceivably be⁷ circulated, if it were available in sufficient quantities, to heat the house during the day.

But what happens⁸ in the solar house at night, after the sun goes down? One answer: Use an auxiliary heater. A better⁹ answer: Figure out a way to store extra sun heat during daylight hours for use at night. Such storage might be¹⁰ accomplished with a heat-exchanger (warm air heats a tank of water which holds the heat in storage). But there are other¹¹ problems, too. If the glass "shingles" were used as a roof, with air circulating beneath, what about glass breakage?¹²

Another possible use for solar heat is this: Can it be adapted to refrigeration and air cooling?¹³ Heat for cooling is not fantastic. Don't

■ Each month the BUSINESS EDUCATION WORLD presents some 5,000 words of new dictation material for the use of shorthand teachers. The materials selected for this purpose are given in perfect Gregg Shorthand in the same month's issue of THE GREGG WRITER. Through the use of the following cross-index, these dictation materials serve also as a ready key to the shorthand plates in that magazine.

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forget that many refrigerators in homes today work on a gas³⁴ flame.

Heating homes by this solar method is a good way off, but it is an intriguing, basically sound idea.³⁵

In the not-too-distant future, that new dress or coat may come from peanuts, or corn, or even chicken feathers.³⁶ Production of textile fibers from such odd sources is all a part of the science of protein chemistry. Wool³⁷ and silk are proteins; they come as natural fibers. Other proteins have a structure that can be "rearranged"³⁸ through chemical treatment. The result is ultimately a synthetic fiber.

The synthetic fibers³⁹ resemble natural fibers in appearance, feel, and dyeing ability. (Certain synthetic fibers, notably⁴⁰ those from a milk base, are being mixed with wool and rayon to obtain certain characteristics in the finished⁴¹ cloth.) Biggest bugaboo at present is that the synthetic fibers lose strength when wet.

The Southern Regional⁴² Research Laboratory at New Orleans has been working on peanut-based fibers. They call the product⁴³ Sarelon. It has a "feel"⁴⁴ intermediate to silk and wool, resembles wool in heat-insulating and moisture⁴⁵-absorbing properties. But it's weak when wet.

In another United States Department of Agriculture⁴⁶ laboratory—the Northern Regional Research Laboratory at Peoria—they are working with corn⁴⁷ to get a synthetic fiber, suitable for blending with rayon, cotton, or wool. The protein in corn yields⁴⁸ zein. This is treated with chemicals, then forced through tiny holes in a spinneret and coagulated into⁴⁹ a continuous filament. The textile industry is also working with zein fibers, because the⁵⁰ fibers offer economies in curing and finishing.

At the Western Research Laboratory, Albany,⁵¹ California, the technicians are producing a synthetic fiber with chicken feathers. The protein⁵² in chicken feathers is keratin, which is also found in horns, hoofs, and hair of animals. The chicken feathers⁵³ are subjected to chemical treatment, then squeezed into continuous filaments. Again the big problem⁵⁴ seems to be wet strength.

One way of looking at all this textile research is to note that the woman of tomorrow⁵⁵ will be able to dress herself in clothes made from coal (plastics), milk, petroleum, peanuts, corn, chicken feathers, as⁵⁶ well as her grandmother dressed in clothes which started on the back of a woolly sheep. (714)

The King's Sons

A Fable
from "The Youth's Instructor"

THE STORY still is told of how in the long, long ago there lived in a far country a king, ruler over all the¹ then-known world. Now, this king had four sons. The eldest was called Great Might, for he was in charge of the army and navy;² the second was Great

Wealth, for he was in charge of the treasury; the third, Great Knowledge, for he was in charge of the³ schools of his father's realm; and the youngest, since there was nothing left for him to be in charge of, was called Humility.⁴

One day there came to the king news of a new land far to the eastward, in which lived a rich and powerful people.⁵ So he called his sons into his presence and told them that the time had come for him to appoint one of them as⁶ his successor. But before he made his choice he wished to discover which one was most capable of ruling the⁷ world. "I am told," he said, "that to the eastward there has been discovered a new, a great, and a rich land. He who conquers⁸ it shall be my heir and sit on my throne. Each of you will take his turn, beginning with Great Might because he is⁹ eldest. If he fails, Great Wealth shall try next. If he fails, then Great Knowledge shall have his turn; and if, when he has tried, the¹⁰ land is still unconquered, then Humility shall try. So he sent his sons away.

Great Might gathered a mighty army¹¹ and navy, for he was sure that his father had set him an easy task. In a year he would be home victorious.¹² But three years passed, and then one single ship sailed into the harbor. It was the general of conquest¹³ returning. He had failed, and his father was bitterly disappointed.

Great Wealth then took ships and his country's treasure,¹⁴ with courtiers and lords and ladies, and sailed away. But at the end of a year he returned a downcast and beaten¹⁵ man, as had his brother. He too had failed.

Then Great Knowledge went out with a large company of orators and¹⁶ scholars—the best in the land. But in less time than it took either of his brothers he too was at home, having failed¹⁷ also—and failed miserably.

So the king sent Humility out, telling him that it was all utter foolishness¹⁸ for him to go into a strange and hostile land, but that the agreement stood, and if he did not return within¹⁹ a year he would appoint a successor from among his three brothers.

The year passed. Great Might succeeded to the²⁰ throne. Two years passed, and trading ships were beginning to make their way between the two countries. The old king inquired about²¹ his missing son, but no one had heard of him. Four—six—ten years! He decided to visit the new country and²² search for the youth who had disappeared so completely.

He found a great celebration in progress, and was told that²³ it was to honor a new judge, a very extraordinary person who had found high favor with rulers and²⁴ people. He had come to them about ten years before—a stranger and unknown—to learn from the great scholars of the²⁵ court. Now, as a renowned teacher, the wisdom of his sayings was being repeated everywhere among the²⁶ people.

"And what is the name of this person?" inquired the visitor. "We call him Great Courage," was the answer, "but²⁷ the name he uses and prefers is Humility." (549)

Did You Know This?

From "The Kablegram"

FRUIT OF THE COCOA TREE is shaped like a banana. It contains theobromine, resembling caffeine.

CANARIES are of a dull greenish color in their native state, another example of nature's camouflage. The bird has been domesticated for more than 350 years.

THE EAGLE is found in all parts of the globe.

EXACT INTEREST is interest computed on the basis of 365 days to a common year. Bankers generally use the short method of 360 days as a base.

THE CIRCULAR WOOD SAW was invented by Miller, an Englishman, in 1777.

ONE CELEBRATED BANYAN TREE can shelter 7,000 men in its shade. Both juice and bark are regarded by the Hindus as valuable medicines.

THE BAY PSALM BOOK was the first book published in the Colonies, 1640.

THE BIRD OF PARADISE is related to the crow.

THE ROMAN EMPEROR MAXIMIN (or Maximinus) was nine feet tall.

Benjamin Franklin, Printer

WILFERD A. PETERSON
in the "Friendly Adventurer"

He was Jack-of-all-trades and master of all! He was a scientist, flying a kite into a thunder-cloud to prove that lightning and electricity are the same thing.

He was an inventor, with the lightning rod, bifocal glasses, the Franklin stove, and many other gadgets to his credit.

He was a statesman, helping to write the Declaration of Independence and winning, through his diplomacy, the coöperation and esteem of France, in the struggle for freedom.

As the first Postmaster General of the Colonies, he founded our postal system.

He was an educator, establishing the University of Pennsylvania and the first Public Library.

He was Chief of the first fire department in America.

He was a philosopher with a searching mind who loved truth above everything else, and who believed in the guiding power of Divine Providence.

He was a writer of homely epigrams, for "Poor Richard's Almanac," which have been built into the blood and bone of America. Wisdom like this flowed from his pen: "God gives all things to industry" . . . "Never leave that till tomorrow which you can do today" . . . "Write injuries in dust, benefits in marble" . . . "A truly great man will neither trample on a worm nor sneak to an Emperor" . . . "Search others for their virtues, thyself for thy vices."

He was a publisher, founding the famous *Saturday Evening Post*.

He was a successful businessman. Born into a family of fifteen children, his father a candle-maker and soap-boiler, he arose to be one of the richest men in America.

His reputation is more universal than that of Voltaire, Newton, or Frederick the Great, and his personality far more beloved. The Encyclopaedia Britannica has given more space to this man than it has given to Washington, Jefferson, and Hamilton combined. One hundred and thirty-five places in the United States bear his name, only ninety bear the name of Washington, only seventy the name of Hamilton.

When this intellectual giant, versatile genius and great man of the people, sat down to compose his own epitaph, he paid an immortal tribute to those who work with printer's ink, for he wrote of himself, not as a statesman, diplomat, inventor, scientist, or philosopher, but penned instead these words:

The Body
of
Benjamin Franklin, Printer
(Like the cover of an Old Book
Its contents torn out,
And stripped of its lettering and gilding,
Lies here food for worms.
Yet the work itself shall not be lost
For it will (as he believes) appear once more
In a new
And more beautiful Edition,
Corrected and Amended
By
The Author. (479)

THE LAW OF COMPENSATION teaches us that where Nature adds to one part, she takes from another. It also stipulates that "We pay for everything we get, and get paid for everything we do!" (36)

THE ANCIENT MAYANS first used bark for clothing. Later, they learned how to size it and use it as a surface for hieroglyphic writing. (24)—*Graphic Arts Monthly*.

Graded Letters for Use with the Gregg Manual

A. E. KLEIN

For Use with Chapter One

Dear Sir:

Mr. Clem came today with the grate. My handy man, Nick, was here with me when a crack in the rim met my¹ eye. It will need mending, and Nick is taking it to you.

I am in a hurry to get this grate. Could you mend it² in an hour?

Yours truly, (44)

Henry:

There was a train wreck in Reading and I cannot get to Laramie the day of the meeting. Dad was hit¹ in the leg when the "Green Limited" ran into a dray. I will remain here with him and aid him all I can.

When² Dad is well I will be there. Mean-time Mr. Dale will come.

Ed (51)

Dear Sir:

You are guilty of an error when you claim that the meaning of the data is that I am in debt. The¹ truth is that I am not.

Are you aware that the money that came in at the end of the month may not be in your² tally? By adding this money to what was taken in in the middle of the month, the error in your reckoning³ can be eliminated.

I would like you to come here in a hurry with all the data at hand.

Yours truly, (80)

Ted:

Our team is going to Great Neck the middle of this month. The Great Neck team is good, and I will need your aid to¹ "lick" them. With a "tricky" attack our team can take the lead. That is where you come in. You can train our team well.

Take the² train at 2, and I will meet you at the gate when you get in. At that time I will go into more detail.

Larry (60)

Dear Sir:

There will be a meeting of the Retail League at the end of the month. Can you get your data ready in¹ time to take an Erie train that will get in by 10?

Yours truly, (31)

For Use with Chapter Two

Dear Sir:

When I visited Mr. Leeds today, he informed me that Mr. Blair will be in National City¹ next month. I think it would be a good thing if he could see the sketches you have and the

data telling of the many² places that handle our goods.

When he sees the sales figures, that should cinch his business for French and Pratt.

Very truly³ yours, (61)

Dear Sir:

Your letter dated the first reached me this morning.

The name you desire is Miss Frances Philips. Miss Philips¹ has been a nurse for over eighteen months, and all the members of our staff like her work. She will make a good nurse for² your niece.

Miss Philips has informed me that she would like a change, and I mentioned your name to her. You should see her before³ another day passes and settle the matter of hours of work and the salary. You should also let her⁴ tell you about the people she has worked for.

Very truly yours, (91)

Dear Madam:

When I was in Dallas the beginning of the month, you mentioned something about getting in a big¹ selection of pretty dresses before the first.

My neighbor, Mrs. Reese, and I would like three dresses each. I should² like two black dresses and a green one and Mrs. Reese desires two red dresses and a black one. She and I will be³ in the city very soon and will take the dresses at that time if you can save them until then.

I will pay you⁴ then for the two silk scarves that came this morning.

Yours very truly, (91)

Mr. Smith:

I must inform you that I cannot be present at today's meeting. I desired very much to hear¹ the reading of the paper about taxation and the finances of our city to be given by Mr.² Ralph, but business matters must come first.

I should like you to visit me soon and tell me what action was taken by³ the meeting about the Nealy business and what they plan next.

Very truly yours, (74)

For Use with Chapter Three

Dear Sir:

I agree with you that Mr. Paul should go to East Orange to oversee the work. I have heard that the¹ work at the factory has been going slowly and that orders are not getting to people as rapidly as² they should. This situation cannot go on.

Mr. Paul, I believe, is the only man in the

whole Consolidated³ Company who can eliminate this bottleneck. He has been ordered to come back from Lawrence⁴ immediately and will start work at the factory the first of the week.

It is my opinion that he will solve this⁵ complex situation before the month is over. He knows what methods are necessary and, have no fear, he⁶ will be thoroughly prepared to cope with the matter. He has a complete knowledge of the needs as well as the⁷ grievances of the employees, and, because they know he will treat them fairly, several of the leaders will openly⁸ urge the men to tell Mr. Paul⁹ the complete truth.

Very truly yours, (173)

Dear Sir:

Mr. Jones tells me that you are in need of an auditor in your company. I am at present employed¹ by the Complete Art Company, but I should like to leave here because I believe a man with my broad knowledge² of accounting should receive more money. I have a thorough knowledge of books and have been an auditor for many³ companies.

I can come to your office to see you any morning during the next three weeks. If you so desire,⁴ I can commence work immediately. You may call me at Orange 3-4271.

Yours very truly, (100)

Dear Sir:

I was in your shop the beginning of the week and told your girl about the broken lock on my desk drawer.¹ She said that you or one of your employees would come to the office to fix it as soon as you finished the hotel² job. This, she believed, would be the following morning. Possibly your girl forgot to mention it to you.

I³ should like you to phone me about this immediately.

Very truly yours, (74)

Actual Business Letters

Mr. John F. Andrews, 97 Webster Avenue, New Rochelle 2, New York. Dear Mr. Andrews:

It has¹ been suggested to us that you would be interested in our Free Trial Offer and the advance proofs enclosed.

No² printed material, however, can adequately describe the actual benefits and the intense³ enjoyment to be derived from this fascinating way to learn the art of conversation and to acquire cultured⁴ speech. A free examination of Miss Banker's method, in your own home, is by far more convincing.

Our present⁵ introductory plan provides for a seven-day free trial. We gladly send you everything, charges prepaid,⁶ that you may inspect the Conversation Course for yourself at no cost whatever. Remember, you need send

no⁷ money and there will be no C.O.D. nor anything to pay the postman. The enclosed Free Trial Certificate⁸ should be returned with your Order Form. Within seven days, if you wish to return the material, you may⁹ do so with no obligation and no further correspondence.

I know you will be surprised to see how quickly¹⁰ and easily the Ethel Banker Method not only helps you develop good conversation, but also¹¹ aids in bringing greater poise, charm, and personal popularity.

Cordially yours, (234)

Mr. Philip Lang, 119 Glen Road, St. Louis 12, Missouri. Dear Mr. Lang:

Now for the first time you can¹ secure a complete Course in Public Speaking which is concise, self-contained, suited to your personal needs, and² practically automatic. In the comfort and convenience of your own home you can learn the secrets of "convincing" talk³ which have enabled men to rise to the pinnacles of success.

Turn at once to the enclosed circular⁴ and see for yourself how different our course is from any other method of instruction. Return the enclosed⁵ Order Form to us and a copy of the first part of the course will be sent to you.

Yours truly, (117)

Few Men

(O. G. A. Membership Test)

FEW MEN are more to be shunned than those who have time but know not how to improve it, and so spend it in wasting the¹ time of their neighbors. These folks will spend forever talking though they have nothing to say. The secret of making yourself² tiresome is not to know when to stop. There are few wild beasts more to be dreaded than a talking man who has nothing³ to say! It is hoped that with all modern improvements a way will be discovered of getting rid of bores; for⁴ it is too bad to punish the poor wretch who takes our purse and let alone the man who deprives us of our time and⁵ with it our temper and patience. (106)

Week-End Plans

(Junior O. G. A. Test)

Dear Jane,

Mother would like to know if you are coming home this week. Some of our friends are going to visit us this¹ week end and she would like to know whether your room will be vacant.

May and Joan will drive over on Friday if we² can put them up. They'll come on Sunday if we can't.

Your sports dresses are ready for use so don't bother to bring any³ others along if you do find you can come.

See you soon,

Ruth (71)

Transcription Speed Practice

Dear Mr. Parker:

No doubt you are aware that an effort is being made to increase the number of members¹ in our Club to twelve hundred and keep it there during the present year. In order to organize the Club most² effectively for this campaign, the membership has been divided alphabetically into forty-eight groups³ of about equal size. Each of these groups is headed by a Captain.

You have already received cards on which you⁴ were asked to list the names of some of your friends whom you would like to have in the Club. Possibly you have sent in your⁵ first supply of names. If not, please give this your immediate attention.

As Captain of your group, I am ready⁶ to coöperate with you. I want our group to make the best showing of any of the groups, and I am sure you⁷ do too. If you have a prospective member that you need some help in persuading to join, please let me know.

Very⁸ truly yours, (162)

Dear Mr. Parker:

In the Businessmens Club of Detroit we both have a common cause of high purpose and worth. We¹ have the responsibility of maintaining and building to even bigger things in the future, particularly² at this time, inasmuch as the directors have voted to increase the membership from one thousand to³ twelve hundred.

You and I have been drafted in the cause of securing these additional members. We are both working⁴ under the banner of the "M to Z's" in the alphabet of the Businessmens Club. Our group has been placed in⁵ competition with the group from "A to L." So far our group has remained in the lead in securing members. It⁶ is my purpose in writing you to ask for your assistance in helping to maintain this standing.

I sincerely⁷ trust that you will be able to win at least two new members to the cause of the Businessmens Club between now and⁸ next month.

Cordially yours, (164)

New Year Feast In China

ON THE LAST DAY of the old year the Chinese observe the ancient custom of surrounding the furnace. A feast is¹ spread in great form before males in one room, females in another; underneath the table exactly in the center² is placed a brazier filled with lighted charcoal; fireworks are discharged, gilt paper burned, and the feast eaten, younger³ sons serving the head of the house. After the repast there is more burning of gilt paper, and the ashes are⁴ divided, while still smoldering, into

twelve heaps, which are anxiously watched. The twelve heaps are each allotted to a month,⁵ and it is believed that from the length of time it takes each heap to die completely out, can be predicted the changes⁶ of rain or drought which will be of benefit to the crops or the reverse.—*From The Friendly Adventurer. (139)*

The Whistle

BENJAMIN FRANKLIN

WHEN I was a child my friends on a holiday filled my pocket with coppers. I went directly to a shop where¹ they sold toys for children; and, being charmed with the sound of a whistle that I met by the way in the hands of² another boy, I gave all my money for one. I then came home, and went whistling all over the house, much pleased with my³ whistle, but disturbing all the family. My brothers and sisters and cousins told me I had given four times⁴ as much for it as it was worth, and laughed at me so much for my folly, that I cried with vexation; and the⁵ reflection gave me more chagrin than the whistle gave me pleasure.

This, however, was afterwards of use to me, the⁶ impression continuing on my mind, so that often when I was tempted to buy some unnecessary thing,⁷ I said to myself, don't give too much for the whistle; and I saved my money. (154)

How Coffee Was Discovered

ARTHUR T. PIERSON

From "Seed Thoughts for Public Speakers"

WE HAVE READ a quaint story concerning the discovery of this favorite beverage. Toward the middle¹ of the fifteenth century, a poor Arab, traveling in Abyssinia, and finding himself weak and weary² from fatigue, stopped near a grove. Then, being in want of fuel to cook his rice, he cut down a tree which happened to³ be full of dead berries.

His meal being cooked and eaten, the traveler discovered that the half-burned berries were⁴ very fragrant. Collecting and crushing them with a stone, he found that their aroma had increased to a great extent.⁵ While wondering at this, he accidentally let fall the substance into a can which contained his scant supply⁶ of water. Lo, what a miracle! The almost putrid liquid was instantly purified. He brought it to⁷ his lips; it was fresh, agreeable, and, in a moment after, the traveler had so far recovered his strength⁸ and energy as to be able to resume his journey.

The lucky Arab gathered as many berries⁹ as he could, and having arrived at Aden, in Arabia, he informed the Mufti of his discovery. That¹⁰ worthy divine was an inveterate opium-smoker, who had been suffering for years from the effects of¹¹ that poisonous drug. He tried an infusion of the roasted berries, and was so delighted at the recovery¹² of his own vigor that, in gratitude to the tree, he called it *cabuah*, which in Arabic signifies force. (260)



By Wits and Wags

HOST: This dog will eat off your hand.
Guest: That's what I'm afraid of.

...

AN ELDERLY WOMAN bought a cottage on the American-Canadian border. Both governments sent surveyors to find out which country she was in. One surveyor finally said, "I'm positive your cottage is on the American side—by three inches."

"Oh," said the woman, "I'm so glad. I have heard that the winters in Canada are so severe."

...

THE JUNIOR PARTNER had been on a visit to a distant branch office, and was giving his father a full account.

"The manager there," he said, "is apt to take too much on himself. I gave him plainly to understand he must get authority from here instead of acting too much on his own."

"Yes," said the senior dryly. "So I gather. Here's a telegram from him."

The telegram ran: "Office on fire. Please wire instructions."

...

THE TEACHER was trying to make Elsie understand subtraction, and she said, "You have ten fingers. Now suppose there were three missing, what would you have then?"

"No music lessons," said Elsie promptly.

...

"Can I see that book I had last week?" the breathless young man inquired of the librarian.

"I guess so. Was it fascinating?"

"No, but it's got my girl friend's telephone number in it."

...

FIRST PELICAN: Pretty good fish you have there.

Second Pelican: Well, it fills the bill.

THE WORD "printer" or "prenter" was first applied to the woodblock engravers and the printers of 14th Century Germany and the Netherlands who turned out the early block-printed "breviaries." (34)—*Graphic Arts Monthly*.

Key to WWT

(Page 307)

Line

- 1 (1) delete *th* after 24 (2) 1949 not 1948
- 3 (3) spell out *Avenue*
- 4 (4) *Harrisburg* not *Harrisburgh*
- 5 (5) spell out *Doctor* (6) *Browne* not *Brown* (7) colon not comma
- 6 (8) *publishers* not *publishors* (9) comma not semicolon (10) *advise* not *advise*
- 7 (11) *reprint* not *re-print* (12) *edition* not *eddition* (13) *receive* not *recieve* (14) *corrections* not *correxions*
- 8 (15) *from* not *for* (16) *edition* not *eddition* (17) *affect* not *effect*
- 9 (18) *September* not *Septembre* (19) period after *September*
- 10 (20) comma after *impression* (21) comma after *that* (22) *addition* not *additional*
- 11 (23) *chapter* not *Chapter* (24) *there* not *their* (25) *were* not *was* (26) two spaces after period
- 12 (27) close parenthesis after *corrections*
- 13 (28) comma after *work* (29) *put* not *putt* (30) *our* not *your* (31) *facilities* not *fascilities* (32) *your* not *our*
- 14 (33) *feel free* not *free feel* (34) *accept* not *except*
- 15 (35) space between *every way* (36) *can* not *could*
- 16 (37) *week* not *Week* (38) *Purchasing* not *purchasing* (39) *Department* not *depart-*
ment (40) *an* not *a* (41) *opportunity* not *oppertunity*
- 17 (42) *buy* not *bye* (43) *lot* not *lott* (44) *beautiful* not *baeautiful* (45) *price* not *prise* (46) comma not semicolon
- 18 (47) *third* not *3d* (48) *edition* not *eddition* (49) *using* not *using*
- 19 (50) *copies* not *copys*
- 20 (51) *third* not *3d* (52) *edition* not *eddition* (53) *excess* not *access* (54) *minor* not *miner*
- 21 (55) *are* not *is* (56) *preparation* not *preperation* (57) *new* not *knew*
- 22 (58) *affect* not *effect* (59) delete hyphen in *large saving*
- 23 (60) *its* not *it's* (61) *and* not *an* (62) comma after *durability* (63) *your* not *you* (64) *per-* not *perm-*
- 24 (65) *change* not *chance*
- 25 (66) *your* not *you're* (67) *book* not *books* (68) *bright* not *brite*
- 26 (69) *book is* not *books'*
- 27 (70) *sales* not *sails* (71) *force* not *forse*
- 28 (72) *truly* not *Truly*
- 29 (73) *NORTH-STAR* not *NORTH STAR*
- 30 (74) *EWf* not *EMF* (75) colon not semicolon (76) no space between colon and *de*



ON THE LOOKOUT

A. A. BOWLE

19 Smithcraft, Lighting Division, Chelsea 50, Massachusetts, has issued an interesting schoolbook, *School Lighting*, which gives a commonsense approach to the problem of proper school lighting. This attractive 12-page booklet shows that there are only six basic factors to be considered, and then goes on to assist the reader in the evaluation of lighting fixtures in accordance with these factors.

Eye-Q and Daylitter fluorescent fixtures, as well as other units particularly appropriate for school use, are illustrated and explained in nontechnical language.

20 Mercury, Sr., is a new stapler featuring open and jam-free channel; removable head, released by finger pressure on the release lock, permitting easy reaching of the channel for removing defective staples; and a three-way anvil, allowing for permanent or temporary stapling. The head is instantly removable, for tacking purposes. The manufacturers are Consolidated Wire Products Company, 145 Spring Street, New York 12, New York.

21 No-Glare Manufacturing Company, P. O. Box 267, Dallas, Texas, has introduced a new typewriter erasure shield. Through a special groove at the bottom, abrasive particles are caught and prevented from dropping and damaging the typewriter mechanism. The shield is curved to fit the typewriter platen and is only .004 inch thick.

22 Hycoe Industries, Inc., 2030 Ogden Avenue, Chicago, Illinois, have introduced the automatic Tel-E-Dex having a pop-up pencil. Features claimed for this product include precise selector control, featherweight finger control, polished document manila stock suitable for any ink, four live-rubber snubber cushion feet to prevent skidding and marring of desk surface. It is finished in Hammerloid baked enamel with a polished ebony plastic base trimmed with Chinese high-luster finish.

23 There's a new Atlas Twin stencil file for housing as many as 1,000 stencils. The purpose of this new unit is to offer both compactness and the maximum filing space for used stencils. The unit is made of heavy-gauge steel and the size is 25 by 25 inches. Write to Atlas Stencil Files Company, 1458 Hayden Avenue, Cleveland 12, Ohio.

24 Dialing of nine sharp points, chosen for the particular writing job, is claimed as an outstanding feature for the new Multi-Point pencil sharpener. Quick selection of preferred points, even on soft lead and crayon pencils, claim the manufacturers, The Cooke & Cobb Company, 57 Ninth Avenue, New York, New York. It is claimed also that the cutting action stops automatically the moment the point is formed. The chip receptacle is made of heavy molded plastic.

25 Faries Manufacturing Company, Decatur, Illinois, is now offering a desk lamp specially designed for use with the new Circlarc fluorescent bulb. This bulb is rated at approximately 18 watts and is semicircular in shape. The tube is 1 inch in diameter, and the arc has an outside diameter of 12 inches. The rated life is 2,500 hours.

An all-brass adjustable shade is designed to throw light directly on the working surface of a desk. The shade is 7½ by 14½ inches. The lamp is 13 inches high. The heavily felted cast base is 6 by 12 inches. Finished in electroplated statuary bronze with gold trim or in steel gray with gold trim, the lamp is equipped with a turn-button switch and 10 feet of rubber-covered cord.